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Thesis

A STUDY OF ADJUSTMENT PROBLEMS  
OF COLLEGE STUDENTS

Submitted by

Ellen Rittenburg Follett

(A.B., Eastern Nazarene College, 1941)

In partial fulfillment of requirements  
for the degree of Master of Education.

1943

First Reader: J. Wendell Yeo, Assistant Professor of Education

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

Personnel work in higher education. People of all ages may be confronted with problems, crises, crossroads of decision, or difficulties. There is a fundamental urge to seek help in the solution of life's perplexing problems. In recent years sustained and direct efforts have been made to organize processes of understanding by which men have helped one another out of trouble. Social and educational changes intensify the need of organization. In the school the personnel point of view is concerned with all aspects of the students' welfare. In fact, Williamson calls personnel work a supplementary type of teaching with dual functions:

In the first place by assisting students to master situations and difficulties which interfere with the instructional program. Of equal importance is the second function, namely, helping students with difficulties not directly related to intellectual development.<sup>1</sup>

This significance of personnel philosophy is further emphasized by Lloyd-Jones:

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emphasized by Lloyd-Jones:

<sup>1</sup> Edward Willis Williamson and E. A. Saphir, *Personnel Work in the University of Minnesota*, p. 1.



The personnel program should not be thought of as a 'fifth wheel' in education. It is an integral part of higher education, bringing to bear all the findings of psychology, biology, and sociology to help higher education actually realize its objectives by adapting them to the needs, capacities and potentialities of each student.<sup>2</sup>

Miller says that this point of view is the only true function of the small college. He states that:

Regardless of our practice, significant undercurrents in education are pushing us along toward the realization that concern for extra-curricular activities, physical development, mental health, social adjustment, emotional balance, and ethical and moral training are all part and parcel of the educational process and should be merged with the customary concern for the purely intellectual development of youth.<sup>3</sup>

Therefore, a survey of the general character of students' adjustments or range of problems and particular areas would be indicative of the effectiveness and the necessity for the adequate functioning of a personnel program.

Purpose of the study. The study is concerned to discover evidences of the need of personnel service in a small college. An understanding of students' needs leads toward more systematic organization of services to answer practical problems. Students' needs may be classified into problem areas of adjustment. The functions of personnel service attempt to aid youth in making these adjustments most successfully for their well-being and their contribution to society.

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<sup>2</sup> Esther Lloyd-Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education. p. 14

<sup>3</sup> John Dale Russell, editor, Proceedings of the Institute for Administrative Officers of Higher Education, Vol. XII, p. 8



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Author Lloyd Jones and Margaret Ruth Smith, A Student Personnel Program for Higher Education, p. 12.  
J. Lee Dale Marshall, Editor, Proceedings of the Twelfth  
Year for Administration, Journal of Higher Education, Vol. XII.



These evidences in terms of student needs must be classified for particular analysis. This survey is not a comprehensive picture of all phases of adjustment but areas pertinent for the local need have been selected for further study.

1. What are students' leading problems that indicate opportunity for personnel services?
2. Are reading abilities a problem in scholastic adjustment which the administration can help alleviate?
3. What are evidences from students' study habits that reveal an appeal for assistance?
4. To what extent are students' personal relationships in home, health, social and emotional adjustment a picture of the need for personnel services?
5. How does part-time employment relate to aiding student adjustment?
6. What tentative suggestions can be made for acceleration of the Personnel Program?

#### Procedure of the Study

The Study Group. In a small college one-hundred students were selected for a survey of their adjustment problems as evidence of personnel needs. Since the enrollment is limited the study group compromises almost one-half of the student body--excluding unclassified students. By using certain factors of selection a representative sampling of the entire student body was attempted. Table I summarizes their classification.

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The number selected from each class for the study group is comparable to the class representation in the total enrollment; for greater ease in statistical computation round numbers were used: freshmen, 40; sophomores, 20; juniors, 20; and seniors, 20. The freshmen class is more numerous than any other.

One vital factor in school achievement is intelligence. A measurement of academic ability is the American Council on Education Psychological Exam. Classification, instead of being in terms of I.Q., is on a percentile basis. The 1941 Edition was administered as an admissions feature of the testing program of the College. The percentiles for all students were arranged in rank order by classes and every other student was selected for the study group. A very few cases had to be substituted because of working schedules, however the ranking remained the same. The median percentile rank for the selected group is 62.6 while the median for the unselected group, all students, is 61.3. The study group is 1.3 higher than the unselected group; it is 15.6 above the 1941 national percentile median of 47. The junior class is as a whole superior in percentile rankings and according to office records is also superior in scholarship and general achievements. Their median is 76.5. The seniors' and sophomores' medians are the same, 59. Freshmen have the lowest percentile of 55.2, yet this is 8.2 above the national norm for college freshmen.

Regularly classified students were chosen as typical. A few "conditionals"--students lacking some matriculation units--



The number selected from each class for the study group is comparable to the class representation in the total enrollment; for greater ease in statistical computation, round numbers were used: Freshmen, 60; sophomores, 20; juniors, 20; and seniors, 20. The freshman class is more numerous than any other.

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The median percentile rank for the selected group is 82.5 while the median for the unselected group, all students, is 61.8. The study group is 1.3 higher than the unselected group; it is 18.6 above the 1941 national percentile median of 47. The junior class is as a whole superior in percentile rankings and according to office records is also superior in scholarship and general achievements. Their median is 76.6. The seniors and sophomores' medians are the same, 58. Freshmen have the lowest percentile of 55.8, yet this is 8.2 above the national norm for college freshmen.

Regularly classified students were chosen as typical. A few "conditionals"--students lacking some matriculation units--



TABLE I  
DESCRIPTION OF STUDY GROUP  
BY SELECTED FACTORS

Class	No.	Med. %ile*	Av.S. hours	Av. age	Sex	
					M	F
Freshmen	40	55.2	13.8	18.9	15	25
Sophomores	20	59.8	14.4	20.7	11	9
Juniors	20	76.5	15.2	20.3	10	10
Seniors	20	59.0	14.2	22.7	5	15
Total	100	62.6	14.4	20.6	41	59

\* American Council on Education Psychological Exam

were included. The average class load or hours is between 13 and 15 and general ranges between 12 and 19 semester hours.

The program and policy of the College attract older as well as average college age students. In this group the ages extend from 16 to 34. As a result some of the class averages are higher. For example, in the senior class 6 are between the ages of 20 and 21 but the average is 22. The average age of the entire group is 20.6.

The proportion of women enrolled exceeds that of the men. This is especially true with continued enlistments in military service. In this study there are 18 more women than men.

Therefore, by the number from each class, A.C.E. Psy-  
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Sophomores	30	22.8	14.4	20.7	11 19
Juniors	20	25.2	16.8	20.8	10 10
Seniors	20	26.0	14.2	22.7	3 17
Total	100	23.8	14.4	20.8	41 59

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were included. The average class load or hours is between 12 and 13 and general ranges between 12 and 18 semester hours. The program and policy of the College attract older as well as average college age students. In this group the ages extend from 18 to 34. As a result some of the class averages are higher. For example, in the senior class 6 are between the ages of 30 and 31 but the average is 26. The average age of the entire group is 20.8.

The proportion of women enrolled exceeds that of the men. This is especially true with continued enlistments in military service. In this study there are 15 more women than men.

Therefore, by the number from each class, A.C.E. Ex-  
chological Exam percentile ratings, age, class load and sex the study group may be considered as representative of the whole



student body. It is reasonable to believe, therefore, that the adjustment needs of the study group would probably indicate the nature of adjustment needs of the comparable group not included in the study.

Method. Survey was largely by means of the questionnaire. The Mooney Problem Check List, College Form, classified areas of student problems. Written summaries also presented student viewpoints and reactions. Leading problem areas were further considered by standardized inventories. Phases of health, home, social and emotional adjustment were analyzed by the Bell Adjustment Inventory, Advanced Form.

Educational areas were considered by the Iowa Silent Reading Test, Advanced Form, B.M. and the Wrenn Study-Habits Inventory. Comparison with scholarship further emphasized adjustment problems as indicated by the Mooney Problem Check List.

A specially prepared questionnaire and check list dealt with a particular problem of this college, part-time employment. Personal comments regarding the effects of self-help are significant.

Organization of the study. The first three chapters are introductory. The problem and study group are presented. For orientation in the areas of students' needs and the colleges' responsibility Chapter II summarizes the functions of an active-personnel program. The next chapter discusses the College studied, its location and purposes with a classification of



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present personnel practices according to the previously mentioned functions. This serves as a starting point for development and coordination of the program.

The body of the study, Chapters IV through VIII, considers the sub-problems. These are classified into chapters which introduce that particular problem area in reference to its meaning and relevant literature in the field. The method, e.g. the questionnaire, is discussed. Data derived are presented and discussed in reference to its significance for personnel service.

Chapter IX is a summary and conclusion of the findings. Tentative recommendations in Chapter X are based upon these and attempt to assist the development of a functioning personnel program.

Chapter XI, Health Services, Physical and Boarding of students, placement service, and other services. Lloyd-Jones is cited as the social program, religion, administration, and research and evaluation.<sup>2</sup>

The following summary of generally recognized aspects of student personnel services presents a comprehensive program for comparison with personnel activities in this particular College. stated, with a review further indicates those services which are of concern in this survey.

#### Summary of personnel functions

1. Generalized in Gardner, The Evolution of Higher Education  
1934, p. 3

2. Author Lloyd-Jones and Maria (et Ruth Smith), A Study of Personnel Services for Higher Education p. 1

present personal evidence according to the following manner  
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the collection of the present.

The body of the study, Chapter IV through VII, contains  
the following. These are classified into subjects which in-  
volve a total collection of data in relation to the  
the following literature in the field. The author, A. C. M.  
is concerned, as discussed, with the present and  
discusses in relation to the collection of the present  
Chapter II is a summary and conclusion of the present  
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Chapter



## CHAPTER II

### FUNCTIONS OF THE PERSONNEL PROGRAM

The nature of the personnel program in relation to student needs is clarified by a study of the functions. The program is not unitary but has distinguishable aspects or services as has the curriculum. In an evaluation of these services Gardner divides the personnel field into: admission of students, orientation of students, student records, educational counseling, counseling about intimate affairs, extra-curricular activities, financial aid, health services, housing and boarding of students, placement service, and discipline.<sup>1</sup> Lloyd-Jones includes also the social program, religion, administration, and research and evaluation.<sup>2</sup>

The following summaries of generally recognized aspects of student personnel services presents a comprehensive program for comparison with personnel activities in this particular College studied. Such a review further indicates those services which are of concern in this survey.

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#### Summary of personnel functions

1. Donald H. Garner, The Evaluation of Higher Institutions, p. 43.  
Garner Lloyd-Jones and Meyer set forth, A Student Personnel Program for Higher Education, p.



Admission. One of the important functions of the student personnel program is pre-college guidance and admission of students.

We cannot be content with passive admissions, or with competitive admissions; but we must be willing to rest our case on some policy of active selection.<sup>3</sup>

Careful selection of students considers those who will profit by higher education and the college most fitting to the student's needs. Both factors are basic for the success of the student and the educational program.

A good system of admissions has the following characteristics:

It would offer precollege guidance in cooperation with high schools and other colleges for the purpose of directing the prospective student to the college best suited to the individual student's needs. It would conscientiously discover the objectives of the institution and make them well known. These objectives would be clearly reflected in the admission exclusively on the criterion of abstract verbal ability but would take into consideration all the other aspects of the individual as well. It would provide for an appraisal of student personality, health, character, interests, and needs. It would reach back into the high school and participate with other institutions in experimental work for the improvement of admission policies and procedures.<sup>4</sup>

Orientation. The problem of student's initial adjustment is of vital importance in higher education. This problem

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<sup>3</sup> John Dale Russell, editor, Proceedings of the Institute for Administrative Officers of Higher Institutions. 1940, Vol. XII, p. 12

<sup>4</sup> Lloyd-Jones and Smith, Op. Cit. pp. 65, 66.



Admission. One of the important functions of the student personnel program is to select students and admit them to the college.

We cannot be content with passive admission, or with competitive selection; but we must be willing to reap the fruits of active selection.

General selection of students considers those who will profit by higher education and the college must strive to the student's needs. Such factors are basic for the success of the student and the educational program.

A good system of selection has the following characteristics:

It would offer prospective students an opportunity with high schools and other colleges for the purpose of discussing the prospective student's college plan and the individual student's needs. It would consider the student's objectives of the institution and make them well known. These objectives would be clearly reflected in the selection standards for the institution of student personnel and would be reflected in the selection standards of the individual. It would provide for an individual of student personnel, mental, physical, interests, and needs. It would reach back into the high school and participate with other institutions in extended mental work for the improvement of selection policies and procedures.

Orientation. The problem of student's initial adjustment is of vital importance in higher education. This problem



has been defined by the term "orientation" meaning "any device by which new students are properly introduced into a college environment."<sup>5</sup>

An analysis of the freshman's problems explains its importance and reveals causes for student's high mortality. The new, physical, social and academic surroundings are complex. There is confusion in detailed curriculum and educational objectives--cultural and vocational. Furthermore, scholastic competition is keener. Social adjustment requires becoming acquainted with new associates among students and faculty. Family relationships are changed from close supervision and care to freedom and self-reliance. In dormitory life there must be adjustments with a room-mate. Further adjustment must be made emotionally. From the dignity of a high school senior the student is demoted to the ignorance of freshmen. Changes in standards of living and thinking may arouse conflict as well. Further difficulty has resulted from "hazing" which persists with negative effects in some institutions.

Realizing the situation colleges have attempted orientation procedures:

1. An intensive period of orientation has been organized in "Freshmen Week." The average length is three days, however, students should not be hurried or confused. Gardner lists general objectives for this program:

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<sup>5</sup> Donfred H. Gardner, The Evaluation of Higher Institutions, Vol. V, "Student Personnel Service." p. 37



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- a. To make the new student feel welcome to the institution.
- b. To perform the details of admission.
- c. To acquaint the students with the objectives, rules and regulations, and the campus of the institution.
- d. To offer initial advice relative to collegiate methods and problems.
- e. To establish definite relations between students and counselors for later guidance.<sup>6</sup>

2. Orientation courses continue the objectives of Freshmen Week throughout the semester or year. Titles and contents of these courses vary. Some educators believe that the course's objectives should be clarified to the student for greater effectiveness of the program. The aims include the acquisition of techniques for college success, the personal development of individuals and direction in vocational choices.

3. Other means of orientation emphasize closer relations with "feeding" high schools and with parents. There should be more effective faculty advisors, organization of housing for better living, better coordination of all personnel facilities and greater effort to learn the student through objective tests and cumulative records.<sup>7</sup>

4. Extra-curricular activities have been organized to provide for student needs more adequately.

5. Reorganization of the curriculum and college opportunities is a means for aiding adjustments. For example,

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<sup>6</sup> Gardner, Ibid. p. 41

<sup>7</sup> Lloyd-Jones and Smith, Op. Cit., p. 88, 89



- a. To make the new student feel welcome to the institution.
- b. To perform the details of admission.
- c. To acquaint the students with the objectives, rules and regulations, and the campus of the institution.
- d. To offer initial advice relative to collegiate methods and problems.
- e. To establish definite relations between students and counselors for later guidance.

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corrective courses to improve speech, reading, writing and study skills.

Such programs assist in orienting the student, but to be really effective, provisions should continue through the student's entire college career. Furthermore, not only are freshmen concerned in orientation but transfers and graduate students as well.

Counseling. One aspect of the personnel program is counseling. It supplements group guidance and gives students opportunity for personal assistance. Education is individualized and integrated. Coordination with various student personnel services is possible.

Problems prompting students to seek counsel concern the vocational, curricular, social, religious, financial, physical and emotional aspects. A natural relationship should exist between student and counselor to foster freedom to approach and present the problem.

Then there follows a thorough diagnosis of the individual, including significant factors in the life history, record of past academic achievements, interests, and life goals. With this complete picture of the individual before him the counselor is in a position better to understand the student's problem and its probable sources. The final step in the counseling procedure is to interpret these data to the student and thus bring him to grips with his problem in the light of all the objective evidence.<sup>8</sup>

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<sup>8</sup> John Dale Russell, editor, Proceedings of the Institute for Administrative Officers of Higher Institutions, 1940, Vol. XII, p. 158



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Such procedure utilizes the interview; it is not mere advice giving but is a method of stimulating personal growth and self-development. Interpretation of test data and analysis of the problem direct the student's thinking regarding possible solutions. Remedies may be suggested by reference to other facilities of the college--the health program, the social program in extra-curricular activities, the religious counselor, the teacher of remedial courses and other faculty members. Concrete plans for the student should be initiated and followed up for correction and evaluation.

Discipline. An important purpose of education is the development of self-discipline or moral responsibility. The need arising from immaturity and lack of understanding values in positive and negative influences of college creates conflicts. Therefore, teaching moral responsibility is a vital part of the personnel program. It aims to

produce one whose actions are controlled and integrated; who is able to exert his efforts purposefully with foresight and with regard to relative social values; and who is disposed to assume his share of responsibility for creating socially satisfactory situations.<sup>9</sup>

A contrasting concept considers punitive and negative discipline in the light of precise rules and regulations. Educators urge positive values instead; possibilities of redemptions are determiners of action also.

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Influences in the college environment may be used to develop self-direction and realization of values. This concerns development of a life philosophy. Contributory influences may be the example of the college faculty. Living precepts is more effective than lecturing them. Another influence is that of collective opinion. Careful training of best potential leaders of the students aids in setting the tone and moral of this force in collective opinion.

However, both students and administration must consider problems. In the academic field a student falling below standard is first warned and given assistance in the adjustment of difficulties. Social or moral failure is often considered by student groups as well as by the faculty. Of importance is an understanding of the cause and assistance in overcoming that cause.

Educational and vocational guidance. Vocational guidance has been defined as "the assistance given an individual in connection with choosing, preparing for, entering upon and progressing in an occupation."<sup>10</sup> Stimulation and information hasten self-direction and discovery of goals; it enables students to more fully profit by their college experiences.

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assigns students to counselors until election of a major field when the head of that department becomes his advisor. Advisors may be assigned for each class. Remedial instruction in study habits, note taking and tutoring assists academic adjustment. Time budgeting, the limitation of academic load and the restriction of extra-curricular activities are considered. Scholarship may be promoted by honors courses and by special honor roll.

Occupationally the impartation of information is significant. Students need to know opportunity as well as requirements. Definite classwork, general discussion relative to functional skills or representative speakers may present such information. Extra-curricular or employment activities may utilize tryout experiences in addition to exploratory courses. Observation trips planned for critical evaluation may be effective. Stimulative are occupational conferences on campus. Not only should a particular occupation be considered but also a broad overview and sympathetic understanding of all occupations. All this is related to the personnel program for assisting the student to make intelligent decisions educationally and vocationally.

Financial aid. Students' financial problems are as old as educational institutions. Increasing costs of advanced training and economic conditions increase the need. Forms of financial aid include fellowships, scholarships, loans, and part-time employment. Surveys indicate the lack of a defined



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policy of student aid as well as central organization. A director, utilizing information from personnel services, can appropriate aid more purposefully.

Fellowships and scholarships are usually outright gifts. Both the need and ability are basis for awarding. The use of loans is sometimes considered more valuable since the responsibility for return payment heightens the realization of value.

Part-time employment supplementing finances increases in spite of objections to health, social and emotional hazards. Further criticism states that there is a tendency for the college to become a part-time institution. Nevertheless,

Statistics available from the Office of Education and other sources indicate that an increasingly large number of students coming to college must find part-time employment.<sup>11</sup>

This need has broadened placement to the function of part-time employment. This service is not mere giving of financial assistance but should consider the individual's personal problems and the responsibility of work, and the tryout experiences. Adequate reports, supervision and records are valuable for future placement of graduates. In this way part-time employment may be of significance for vocational information and preparation.

Extra-curricular activities. These may be defined as

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"more or less organized activities in which students participate outside the classroom."<sup>12</sup> They are a part of education as well as formal instruction. In fact one school organized these activities as one of its major divisions with centralization by an instructor. Another gave credit since

these activities develop a sense of service to the community and bring out the educational value of practical work.<sup>13</sup>

Such values provide for the development of leaders. Experience trains students in the acceptance and discharge of social responsibility. To this objective each educational department may contribute. Class organization provides a democratic outlet. Greater participation is possible in a variety of groups--both homogeneous as well as heterogeneous. The scope of these include student government, publications, debate, social organizations, musical organizations, departmental clubs, and religious organizations.

Supervision of extra-curricular activities is based on various methods: by student or faculty selected advisors, by "eligibility" based on academic standing and by point regulation. The latter purposes to prevent over-activity and to stimulate participation among others. It is important to prevent campus isolation which may foster egocentric patterns. Development of the ability to work and play with people is valuable.

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Housing. Educators are beginning to realize the responsibility for, and opportunities in a housing program.

A definite relation exists between student and academic success and the place of dwelling during college. ... If a person holds that higher education is democratic in aim and directed toward social development of the many, he will recognize student housing as a vital factor. He will hold that the college has the custodial function and is as responsible for securing proper college housing as for providing proper classroom instruction.<sup>14</sup>

Chief types of housing available in American colleges are institutionally owned dormitories, private rooming houses, fraternity and sorority houses and cooperative houses.

In the institutionally owned dormitory the personnel program may be extended by the dormitory head. She keeps records and contacts other services which give information regarding students. She is not only the supervisor but also the hostess. At Northwestern University graduate students, candidates for the degree in personnel, serve as resident counselors.<sup>15</sup> This provides intimate contact with the students.

Student participation in house government and intimate contact arouses a sense of responsibility and interest in "their" programs. Discipline may be simplified by establishing traditions of the "house" as standards of behavior. Certain regulations are also demanded in group living. Orientation may be

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sponsored by organization of "old" students to be responsible for assisting new students. Leisure activities may be constructively developed by attention to hobbies, reading facilities in the lounge, recreation rooms or kitchenettes. Special social functions develop planning and poise.

Lighting, heating, ventilation, fire hazards, equipment and general environment should be regularly inspected. Inspection or visitation by guests encourages tidiness in rooms.

Most dormitories have dining facilities which can be utilized for social purposes and training. Dinner may be formal with other meals in cafeteria manner. Education in social standards includes diet, palatable food and table manners.

Other housing facilities as rooming houses, fraternities require supervision for maintenance of standards of living. Close cooperation and training of house mothers is valuable. Organization of off-campus students for participation in a social program is likewise a personnel function.

Health. One of the major objectives of education is health. This connotes personal well-being, bodily and mental vigor and adequate living. Objectives of the good health program are listed by Hughes:

Safeguarding sick students, faculty, and other employees, protecting the well from the sick, detecting and investigating structural and functional defects of the individual, securing treatment of remedial physical and mental defects, discovering appropriate scientific information and advice for their correction, establishing habits of periodic health examinations, training that will enable the



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student to select scientific health service with intelligent discrimination, and teaching hygiene by means of pertinent scientific information and advice given the student concerning the nature importance of health needs as shown by his health examinations, consultations, and conferences.<sup>16</sup>

The successful health program has several aspects:

1. Physical and medical exams, in which all students are examined annually. Student vocational fitness tests may be administered.

2. Clinical and infirmary services should be centrally located. This may be a small hospital or medical laboratory. In large cities with community hospitals arrangements for students' illness may be made.

3. Informational hygiene programs consider preventive measures: physiology and hygiene. Physical education may arouse student interest in physical betterment by physical activity. Post-school recreational habits are developed and remedial training provided.

4. Athletic programs receive popular attention. More effective for increased participation is the intra-mural program which develops health and also promotes leadership, social growth, and recreation.

5. Cooperation with other personnel services assists in advising students concerning part-time work, schedules or extra-curricular activities.

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<sup>16</sup> Lloyd-Jones and Smith, Op. cit., p. 210.





Religion. As an interpretation of values and the formation of a life philosophy religion has been an active force in the foundation and development of many colonial colleges. In spite of having been largely crowded out the need remains for

reappraising and reaffirming the intellectual and philosophical basis of religion, for emphasizing the relation to ethical action, ... for emphasizing the place of religion in government, citizenship and education, for worship and discipline.<sup>17</sup>

The director of the personnel program should be interested in developing a program of religious emphasis. This may be through cooperation with a national organization, with different denominations or with interdenominational organizations. Basic elements in the program should be noted:

The campus religious program should provide the opportunity for students to enjoy the fellowship of persons who care about religious values; to discuss with thoughtful adults; to worship and meditate; to participate in religious activity, expression and leadership; to solve individual religious problems ...; and to learn the different systems, principles, and philosophies of religion.<sup>18</sup>

Realization of the importance of meditation should be fostered. Distinction between chapel and assemblies is significant. Student participation and planning in chapel arouses interest, activity, expression and leadership. Important is the provision for religious counseling by advisors or community pastors cooperating with the school's plan. Courses in historical religious facts, literature and thought aids realization of

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<sup>17</sup> Ibid. p. 223

<sup>18</sup> Ibid. p. 227







its importance and assets.

Finally all effort in the religious program should be integrated and coordinated by means of a joint council associated with the personnel program.

Placement. These services should offer employment and guidance to the graduate. Obligation is to society as well. Services should not be forced upon the student.

The organization is comparable to that of the part-time employment bureau. Relative to personnel records is the collection of information regarding employers, positions and registrants. This concerns vocational guidance discussions, the school career and preparation through course selections. After placement follow-up is one of the most important angles. Both student and employer are contacted after a period of work. Information may assist in further placement and preparation as well as encouragement of cooperation with employers.

The director as an educator seeks for proper balance between education and business policies through understanding, sympathy and good judgment.

Records. An effective system of student service is dependent on an adequate system of records. Planning, control of efforts and evaluation of these efforts are involved. It is a means to an end, not an end in itself. Ruth Strang states that "guidance without facts is guess work."<sup>19</sup> However, isolated

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facts mean little and are unreliable. Each is a part of the larger pattern. The present and future should be objectively considered in the perspective of the past. The records present a cumulative history of trends, purposes, interests, persistence, achievement, growth and background. These items should be concise, accurate, adequate, and quantitative. Summarization in one place enables coordination and integration in the picture of the student-as-a-whole. The interrelations between background etc., may be seen more clearly. Thus information may be secured quickly, eliminating emergency calls, telephone calls or letters. The information is relatively unbiased by subsequent events. A further value is in the prognostic and diagnostic use.

Smith and Ross<sup>20</sup> list main functions of the record: as an administrative document, as an educational document and as a guidance document. Briefly it is a basis for planning educational programs and research. It may be used for student placement, for checking students' progress, for a basis of general guidance by the teacher and counselor.

Thus not only the development of such a record system but also the use and availability is concerned in its effectiveness. A policy of keeping them in the hands of a member of the personnel staff for interpretation encourages correct application and confidential use.

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<sup>20</sup> C. M. Smith and M. A. Ross, A Guide to Guidance, p. 233-234





Summary. The personnel program is closely allied with the philosophy of higher education which considers all aspects of the individual. These services are best described by an analysis of the main functions:

1. Admission: pre-guidance and active selection of students emphasizing their needs and opportunity for the college objectives to fulfill them.
2. Orientation: assisting the students' adjustments to the college situation.
3. Discipline: formation of moral responsibility and character.
4. Educational and vocational guidance: choice, preparation and training of individual assisted.
5. Financial aid: distribution of scholarships and part time work placement.
6. Counseling: personal contact in guidance procedure.
7. Extra-curricular activities: organized for personal development and a sense of responsibility.
8. Housing: responsibility for influences of college environment.
9. Health: medical care and examinations and health education.
10. Religion: organization for assistance in development of life philosophy.
11. Placement: aiding graduates in seeking employment and guiding them in its pursuit.

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10. Religion: organization for assistance in development of life philosophy.
11. Placement: aiding graduates in seeking employment and guiding them in its pursuit.



12. Records: referral service enabling informed action and evaluation.

The diversity of functions indicates the decentralization of many personnel activities in different departments and bureaus. These, however, must definitely be coordinated by a personnel administrator for greatest efficiency.

As inventory is necessary in business so evaluation fosters personnel services' progress. Research presents facts objectively for evaluation and points to advancements. Using a common procedure of the local survey this study describes personnel services and functions through analysis of student needs. On such a basis intelligent recommendations can be made.





## CHAPTER III

### LOCATION OF THE STUDY

The nature of the need for guidance and the type of service for more effective functioning of a personnel program can be clarified by investigation in a particular institution. This survey is concerned with conditions at Eastern Nazarene College, a small co-educational college in Wollaston, Massachusetts.

### History

The name Eastern Nazarene College (hereafter referred to as the College) dates from 1918 and the present location since 1919. Prior to that the school was known as the Pentecostal Collegiate Institute which was organized at Saratoga Springs, New York in 1900. From 1902-1919 the Institute functioned at North Scituate, Rhode Island as an accredited academy and training school for Christian workers. Means of self-support were offered to the students. In 1910 a Trade School was begun. Its purpose was two-fold: (1) to enable students to earn their entire way and (2) to provide students with an industrial education and a considerable amount of trade knowledge. This policy of aiding students is evident in the





college's present Employment Bureau.

The Institute began with the purpose to develop into a college. In 1918 under charter from the state of Rhode Island the school was incorporated as Eastern Nazarene College. The following year (1919) the campus, buildings, and equipment of the Quincy Mansion School were purchased. Since 1922 in addition to academy and theological courses, four years of college work have been offered. Graduates were admitted and proved successful in universities of the country. In 1930 the Commonwealth of Massachusetts issued to the College a charter to grant the degree of Bachelor of Arts. In 1941 the College was empowered to grant the Bachelor of Science, the Bachelor of Arts in Theology and the Bachelor of Theology degrees. Work is now offered in fifteen departments. Next fall (1943) application for membership in the New England Association of Colleges and Secondary Schools will be made.

The college is located in Wollaston Park, a residential section of the city of Quincy, Massachusetts. Quincy is a rapidly growing industrial city of about 80,000. The college is seven miles from central Boston which provides educational and cultural opportunities.

Present enrollment of 280 is now the largest in the college's history. Twenty-one states and Canada are represented. Although the school is denominationally sponsored there is not a narrow sectarian emphasis. There is an interdenominational

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The college is located in Wollaston Park, a residential section of the city of Quincy, Massachusetts. Quincy is a rapidly growing industrial city of about 60,000. The college is seven miles from central Boston which provides educational and cultural opportunities.

Present enrollment of 250 is now the largest in the college's history. Twenty-one states and Canada are represented. Although the school is denominationally sponsored there is not a narrow sectarian emphasis. There is an international



scope with about fifteen different denominations represented. A main objective is to offer "an effective higher education under Christian influences... To keep alive in a world of unrest a faith in the spiritual and enduring values as against the materialistic and merely contemporary."<sup>1</sup> The alumni association reports that approximately 50 per cent of the alumni have continued and done successful work in many graduate schools. During the last few years about 50 per cent have entered the ministry and about 25 per cent the teaching field. Others have entered fields of science, business, journalism and various branches of military service. These figures correlate with the School's objectives.

Thus Eastern Nazarene College is developing the plant, the curriculum and the general services to the student. Every phase of this development is now working for recognition as an accredited institution. The coordination and development of student personnel services will contribute to the functioning of this educational program.

The development of a personnel philosophy of education has been evolutionary. Haphazard attempts and interest of individual professors have independently introduced certain personnel services. Lack of coordination or organization limited effectiveness. Recently faculty committees and discussions have studied the functions of personnel--an in-service

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<sup>1</sup> Eastern Nazarene College Catalogue, 1942-43. p. 6





orientation. Last year in the spring of 1942 the Personnel Bureau was organized by the faculty under the direction of Dr. Vernon T. Groves. The 1942-1943 catalogue states that the Bureau is intended to perform the following functions:

- Assembling personal data concerning students for purposes of guidance and placement.
- Rendering guidance and counseling services to students needing or desiring help with educational, vocational or personal problems.
- Rendering placement services to students and alumni.
- Acting as a coordinating agency for other personnel services of the college.<sup>2</sup>

#### Classification of Personnel Services

An analysis of personnel activities at the College in terms of functions describes the extent of the development of this service and gives a basis for recommendations related to this study. Under each function are listed agencies and the phase of their activity contributory to the practice of that service. Frequently these services deal with several functions. In some cases unorganized activity of personnel significance is mentioned.

#### Admission

Faculty publicity committee: publishes pamphlets and organizes advertising by means of student representatives. e.g. Mens' Chorus and Quartets who tour the churches of the

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<sup>2</sup> Eastern Nazarene College Catalogue, 1942-43. p. 9





educational district. Colored movies vividly depict campus life.

"The Christian Scholar": publication sent to parents, friends and alumni presenting school progress, objectives and opportunities.

Student-get-student campaign: Sigma Delta societies (3) compete in influencing the most students to register or to request information from the registrar. This provides personal contact and student view-point regarding the college and its facilities and campus life.

Registrar: sends catalogue upon request; corresponds clarifying applicants problems.

Dean of the college: corresponds with and interviews applicants.

Admission committee: evaluates student's entrance requirements.

Testing program: administers entrance exams including reading test and the American Council of Education Psychological Exam.

Open House: during commencement visitors and prospective students inspect the Administration Building where actual experiments are conducted.

### Orientation

Student-get-student Campaign - new students have pre-school contacts with those who influenced them to come.

educational district. Colored people's vibrant campus

life.

"The Christian School": publication sent to parents,

friends and alumni presenting school progress, objectives and

opportunities.

Student-teacher committee: gives Delta societies (Y)

advice in influencing the most students to register or to re-

quest information from the registrar. This provides personal

contact and student view-point regarding the college and its

facilities and campus life.

Registrar: sends catalogs upon request; corresponds

clarifying applicants' problems.

Dean of the college: corresponds with and interviews

applicants.

Admission committee: evaluates student's entrance re-

quirements.

Excellence program: administrative activities extra involving

teaching staff and the American Council of Education (American

Excellence).

Open House: during commencement visitors and prospective

students inspect the Administration Building and the actual ex-

periments are conducted.

### Orientation

Student-teacher-student committee - new students have or-

school contacts with those who informed them to come.



Faculty reception - at opening of school for social gathering and introduction of faculty and students. Get acquainted programs are provided.

Sigma Delta Societies - give students a general welcome in a round of special programs and activities prior to Rush Day.

Faculty advisors - assigned by interests on basis of student's application questionnaire; assist largely in curricular problems, in some cases with the personnel viewpoint. Faculty discussions have recently been directed toward development of this attitude.

Deans - occasionally lecture to residents of dorms on adjustment and personal relationships; confer with individuals.

Orientation course - curricular provision to assist educational, vocational and personal adjustment.

### Counseling

Faculty advisors - according to time and interest confer with students largely on curricular problems.

Deans - casual counseling with students, disciplinary emphasis. Their function is curtailed by teaching loads.

Dean of the school - fosters student's feeling of freedom to come to her office with their problems. Confers with those receiving scholarship warnings. Assists students in meeting schedule requirements.

College pastor - considers the students' religious

Faculty members - as opening of school for special

gatherings and introduction of faculty and students. For so-

quential progress are provided.

Home Life Goals - give students a general welcome

in a round of special programs and activities prior to high

day.

Faculty advisors - assigned by interests on basis of

student's application questionnaire; assist largely in cur-

ricular program, in some cases with the personal viewpoint.

Faculty discussions have recently been directed toward devel-

opment of life attitudes.

Deans - occasionally feature to interests of boys on

adjustment and personal relationships; confer with individuals.

Orientation courses - curriculum provision to assist ad-

justment, vocational and personal adjustment.

### Counseling

Faculty advisors - according to line and interest confer

with students largely on curricular problems.

Deans - casual counseling with students, occasionally

emphasis. Their function is outlined by teaching heads.

Dean of the school - general student's feeling of free-

dom to come to her office with their problems. Confer with

those receiving satisfactory results. Assist students in

meeting academic requirements.

College master - coordinate the students' religious



problems or any which they might present.

Personnel Bureau - not fully functioning, yet the director meets students informally. Testing services are offered to any interested in self-diagnosis. There is active advising among the male students concerning military service. In general, different counseling services are not coordinated for the benefit of all students.

Assistant to the President - confers with students on financial problems.

### Discipline

President - last source of appeal. Often counsels with students to assist their adjustment.

Faculty committee - deals with problem cases and considers action.

Deans - largely concerned with social relations, campus regulations and dormitory life.

Student monitors - dormitory assistants for the maintenance of quiet during study hours and after "last bell". This is not fully satisfactory because of the possibility of arousing student antagonisms for performance of duty or of monitor's participation in "horse-play".

Student Council - considers problem cases, formulates disciplinary resolutions, marshalls student opinion.

problems of any kind they might present.

Personnel Bureau - not fully functioning, yet the

director needs students' assistance. Testing services are offered to any interested in self-diagnosis. There is active liaison among the main students concerning military service. In general, different counseling services are not coordinated. For the benefit of all students.

Assisted by the President - contacts with students on

financial problems.

### Activities

President - first source of appeal. Often counsels with

students to assist their adjustment.

Faculty committees - deals with problem cases and con-

siders action.

Years - largely concerned with social relations, campus

regulations and dormitory life.

Student monitors - dormitory assistants for the main

branches of quiet during study hours and after "study hall".

This is not fully satisfactory because of the possibility of

excessive student assistance for performance of duty or of

monitor's participation in "dorm-day".

Student Council - dormitory problem cases, dormitories

discipline, regulations, social relations and activities.



## Educational and Vocational Guidance

Advisors - concerned with curricular problems relative to vocational preparation. They are assigned on the basis of students' stated interests and preferred subjects. Upper-classmen's advisors are their major professors.

Dean of the school - gives final approval of students' programs. Confers with students for adjustment of school or employment loads.

Registrar - assists in re-arranging conflicts, issues scholarship warnings.

Faculty - introduces functional aspects of subjects in class procedure (depending upon the teacher). Certain of the courses are vocational training in scope, e.g. teaching of English. In a small college teachers and students are much more intimately acquainted than is possible in a large school. Smaller classes enable closer supervision. Concern is largely educational.

Orientation: considers study habits, occupation, and vocational choice. This is a required course.

Reading course - concentration in reading for improvement.

Chapel speakers - topics considered frequently of educational and vocational significance for group guidance, e.g. "The 'how', 'when', 'where' and 'why' of the library," or "How to conduct a mission service." Individual or small group counsel may be given, e.g. missionaries talk with those interested





in preparation requirements.

Bulletin boards - items extend classroom interests to the halls. Clippings are often significant, e.g. Civil Service Bulletins, "War service opportunities in Science Fields."

Library - Files a copy of the school catalogue and those from other colleges and universities with directories which make their use more effective. This information is not formally presented to students. The library committee is working to extend the now meager supply of personnel books.

#### Financial Aid

Faculty committee - allots campus work and N.Y.A. appointments.

Employment Bureau - locates and assigns off-campus jobs. Applications give information concerning background, financial needs, and capacities. General emphasis is upon economic necessity rather than vocational training or exploration. The work experience is valuable nevertheless, but there is not correlation with curricular activities.

Scholarship and loans - based on character, scholastic achievement and contribution to college life. These are limited to four.

Student-get-student campaign - winners receive tuition.

#### Extra-Curricular Activities

Faculty committee - supervises phases of the program; e.g.,

in preparation for the future.

Library - Plans to expand library facilities to include the following: 1. Civil Service Library - Plans a copy of the school catalogue and those

from other colleges and universities with libraries which have been used more effectively. This information is now formally presented to students. The library committee is working to expand the new member supply of personal books.

#### Financial Aids

Faculty committee - plans to work with N.Y.A. and other organizations.

Employment Bureau - focuses and assists off-campus jobs. Applications give information concerning background, financial needs, and capabilities. General emphasis is upon economic necessity rather than vocational training or exploration. The work experience is valuable nevertheless, but there is not correlation with business activities.

Scholarship and loans - based on character, scholastic achievement and contribution to college life. These are limited to four.

Student-aid-amount program - winners receive tuition.

#### Extra-Curricular Activities

Faculty committee - supervises classes of the program, e.g.,



club meetings are assigned and Friday Night Programs scheduled.

Student council - considers participation of students, reviews constitutions, and audits records of organizations. Sponsors school parties and projects.

Departmental clubs - emphasis shifting from social alone to departmental interests. Organize special tours and give Friday Night programs. Includes Honor Societies.

Religious organizations - opportunity for discussion, and participation.

Campus literary publications - vocational in journalism and business management. Opportunity for self-expression.

Sigma Delta Societies - (3) organize competitive intramural sports and social activities and "after dinner" programs.

Musical organizations - practice and development of vocal and instrumental talents. Group activity fellowship.

Friday night programs - cultural and fine art programs presented by various campus organizations.

### Housing

Faculty committee - provide for up keep, improvement and general inspection of campus and buildings.

Deans - organize students' "house councils" for execution of disciplinary and social programs. More active among women.

Facilities - Women's residence: five story brick building housing about 125; Men's dormitories: 3 frame buildings on the campus.

and meetings are arranged and they have two main sections.  
The first section is devoted to the study of the  
history of the movement, and the second section is devoted to  
the study of the present situation.  
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### Conclusion

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present situation.



Off-campus homes - permission necessary for those not living with parents. Girls earn room and board in homes. These are in general supervised by the Employment Bureau and the Deans.

### Health

Faculty committee - coordination of physical education program and supervision of intra-mural athletics among the Sigma Delta Societies. This is largely a referee function.

Deans - inspect students' rooms for orderliness. (infrequently)

Hygiene course - for the study of the human body and the principles involved for maintenance; introduction to social hygiene.

Resident nurse - counsels students and cares for the ill.

Nurse's assistant - provides special diet for students confined to their rooms.

School doctor - examines all students annually. Treats cases sent by the nurse. "On call" for emergencies at the campus.

Hospital room - two beds, provision for general care. Most cases can be confined to their rooms, e.g. colds. Special provision for treatment in community hospital, operations, x-rays, etc.

Personnel Bureau - records students' health history and health examinations. Coordination of health services not

1. Physical Examination - This is the first step in the diagnosis of a patient.

It involves a systematic inspection of the patient's body for signs and symptoms of disease.

The examination is performed in a systematic manner.

## History

1. Chief Complaint - This is the reason for which the patient seeks medical attention.

It is a brief statement of the patient's symptoms and signs, as given by the patient.

2. History of Present Illness - This is a detailed account of the patient's illness.

(in-)

3. History of Past Illnesses - This is a record of all the illnesses which the patient has had in the past.

It includes information about the nature, duration, and treatment of these illnesses.

4. Family History - This is a record of the illnesses which run in the family.

It includes information about the health of the patient's parents, siblings, and other relatives.

5. Personal History - This is a record of the patient's habits, occupation, and other personal factors.

It includes information about the patient's diet, exercise, and other lifestyle factors.

6. Review of Systems - This is a systematic review of all the body systems.

It includes information about the patient's general health and the health of each organ system.

7. Physical Examination - This is a systematic examination of the patient's body.

It includes information about the patient's general appearance, vital signs, and the health of each organ system.

8. Investigations - These are the tests which are performed to help in the diagnosis of a patient.

They include blood tests, urine tests, X-rays, etc.

9. Diagnosis - This is the final conclusion reached by the doctor after a thorough examination.

It is based on the information obtained from the history, physical examination, and investigations.



functional.

### Religion

Campus church - provides for student participation, organization of activities, and spiritual development.

Faculty committee - coordinates activities. Sponsors religious conferences.

Student organization - Evangelistic Association, Missionary Society, Ministerial Association, Philosophical Society provides discussion, enables participation in meetings at different churches.

Classes and House Councils - conduct daily after-dinner services for those interested.

Chapel - much emphasis is placed upon religious problems and spiritual development. Daily attendance is compulsory.

### Placement

Personnel Bureau - the cumulative record system is being set up by which recommendation for placement can be made. This service is not yet functioning, however faculty members assist by recommendations. Special forms containing information of significance for military placement are offered to all students.

### Records

Registrar - maintains academic and admission records of

Related

General - provide for student participation, or-  
ganization of activities, and spiritual development.

Faculty - coordinate activities. Sponsors  
religious conferences.

Student organization - Evangelistic Association,

Missionary Society, Ministerial Association, International  
Society provide discussion, studies participation in meetings  
at different churches.

Classes and Home Groups - conduct daily after-noon  
services for those interested.

Chapel - with emphasis is placed upon religious prop-  
erty and spiritual development. Daily attendance is compul-

sory.

Placement

Personnel - the cumulative record system is being  
set up by which recommendations for placement can be made. This  
service is not yet started, however faculty members assist

by recommendations. Special forms containing information of  
eligibility for military placement are offered to all students.

Records

General - maintain accurate and reliable records of



all students. These are available but not easily accessible to faculty members concerned.

Employment Bureau - records students' work. Many students do not report regularly.

Health services - nurse's personal records of treatment and physician's examination. Student health history questionnaire.

Personnel Bureau - developing cumulative record. Records results of testing service now being introduced more fully. e.g. Sophomore Cooperative Test Service, Seashore Music Test in music department, interest inventories, etc. These are limited largely to freshmen, sophomores and volunteers.

### Evaluation and Research

Faculty committees - consider any survey problems which arise and evaluate present personnel procedures for development. This is not an active phase.

As shown from this classification of personnel services gaps and incompleteness are evident. In some cases the agencies are not actively functioning. There is need for definite coordination of present activities and direction and development of others as shown in the presentation of student needs. The following chapters attempt to ascertain the nature of these needs in selected areas of adjustment.

all activities. These are available in the form of a summary of  
activity within the country.

Development Bureau - Economic Statistics, 1950-1951

These are the reports of the

Health Services - 1950-1951 - a report of the

and physical examination. The report is a summary of the

active

Development Bureau - Developmental Activities, 1950-1951

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## CHAPTER IV

### STUDENT PROBLEMS

One method of ascertaining the need of a personnel program in higher education is through a survey of the range and frequency of students' problems. An effective educational program necessitates a knowledge of individual differences respecting personal problems as well as intellectual aptitude and academic background.

Williamson states that

A ... serious deficiency in the status of personnel work is the scarcity of information describing and differentiating types of student problems.<sup>1</sup>

Mooney<sup>2</sup> further indicates the relation of personnel problems to the school program.

Personal problems indicate matters which are absorbing much of the energy of the students. They constitute one index of the frontiers of personality development in each individual, suggesting blockages to development and at the same time locating points at which energy is available for further development. Adequately interpreted, they provide leads to curriculum needs and teaching materials which are likely to be appreciated and used with effectiveness by the students. They suggest needs in the

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<sup>1</sup> E. G. Williamson, How to Counsel Students, p. 526

<sup>2</sup> Ross L. Mooney, Manual, The Problem Check List, College Form, p. 8

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Personnel problems indicate matters which are absorbing much of the energy of the students. They constitute one aspect of the problem of personality development in each individual, suggesting obstacles to development and at the same time focusing points at which energy is available for further development. Adequately interpreted, they provide leads to curriculum needs and teaching materials which are likely to be appreciated and used with effectiveness by the students. They suggest means in the

1 E. C. Williamson, *How to Counsel Students*, p. 232.  
2 Ross L. McDonough, *Human Relations in Education*, Col-  
lege Form, p. 6.



personnel programs of the institution, point to extra-curricular programs which are desirable, and carry inquiry out into the functional relations of community and school life. In general, they point to those places in the life of the school where the school and the students are out of adjustment with each other.

In a study of students' needs Barnes<sup>3</sup> found that problems concerned budgeting of time, study habits and direction of activities. Preeminent among underclassmen were matters of unemployment, war and vocational preparation.

Another study found problems of the home a factor in failure in at least one-half out of 500 students. These were from such homes as "lower-than-social-level-than-college-home," "high-pressure-home," "the interfering-and-clinging-home," "the antagonistic-to-college-home," "the chronic-dissension-home," and the "disrupted-home." There was also concern over scholastic achievement and purpose of attendance. Men were more concerned with self-support and reading habits while women were troubled about social, emotional and health problems.<sup>4</sup>

Mooney<sup>5</sup> found among students at Ohio State University that freshmen indicated more difficulty than other classes with

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<sup>3</sup> Richard A. Barnes, "Discovering Student Needs." Journal of Higher Education, XII (December, 1941) 469-72

<sup>4</sup> C. Gilbert Wrenn, "Relation of Counseling and Personnel Services to Instruction." National Society of College Teachers of Education, Yearbook XXVII, (1939) p. 140

<sup>5</sup> Ross L. Mooney, Ibid. p. 72

personnel programs of the institution, point to extra-curricular programs which are essential, and carry out the functional relations of community and school life. In general, they point to those places in the life of the school where the school and the students are out of adjustment with each other.

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1. Richard A. Mooney, "Uncovering Student Needs," *Journal of Higher Education*, XII (December, 1941) 483-72.  
2. Robert C. Mooney, "Relation of Counseling and Personnel Services to Instruction," *Journal of Higher Education*, XIII (January, 1942) 1-10.  
3. Robert C. Mooney, *Uncovering Student Needs*, p. 72.



academic abilities and skills, with adaptation and guidance, and with health and physical development. Sophomores' problems dealt with social activities in excess of the others while juniors were concerned more over sex and marriage, and finances and employment. The seniors had the greater differences from the other students in home and family adjustments and in religious problems.

However, not only the number of problems in these various areas but also the intensity of them is significant. They are significant according to the individual. Expression of them also depends upon the communicative tendency of the individual. Often problems first cited are not the basis of the difficulty but are interrelated with others. There is then a cause and effect status. For example, employment may be necessitated by parents' financial difficulty, which in turn may produce an emotional instability. Emotional blocking may cause a high-aptitude student to fail while an emotional urge may drive one to achieve beyond the level of expectation. Health problems are likewise correlated as when "poor teeth" may indicate lack of finances.

Diagnostic methods in these various problem areas are especially difficult for personnel workers not technically trained. In order that these areas might be more adequately

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Diagnostic methods in these various problem areas are especially difficult for personnel workers not technically trained. In order that these areas might be more adequately



located and interpreted for the assistance of these students, various types of instruments have been prepared such as "The Problem Check List" by Ross Mooney at Ohio State University, the form used in this study.

Description of the Mooney Problem Check List. This check list is a series of 330 items of problems which often confront the student, including problems of health, money, social life, relation with other people, religion, studying or selecting courses. These are classified in eleven areas, with 30 problems in each area. The items were selected from a list of over 5,000 problems secured from the author's experience, students' lists and interviews and literature. They were chosen on the criteria that the items should be in the student's language, short enough for rapid reading, common and yet individualistic, graduated in seriousness, and balanced according to personal and environmental origin. They should also be centered in the individual--his experience and feelings. Administration is simple. Students are asked to thoughtfully read the list and underline those which are of concern to them. Problems of most concern are indicated by circling the numbers in front of the items underlined. There is also opportunity for the student to express his reaction to the list and to summarize his chief problems.<sup>6</sup>

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<sup>6</sup> Ross L. Mooney, Manual, The Problem Check List, College Form, pp 2,3

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Various types of instruments have been prepared such as "The  
Problem Check List" by Ross MacKenzie at Ohio State University,  
the form used in this study.

### Description of the MacKenzie Problem Check List. This

check list is a series of 388 items of problems which often  
confront the student, including problems of health, money,  
social life, relation with other people, religion, studying or  
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for the student to express his reaction to the list and to  
summarize his chief problems.



### Student problems in a small college

Administration of the check list. The Mooney Problem Check List was administered to 100 college students representative of the enrollment at Eastern Nazarene College. To encourage interest and cooperation the students were assured that their lists would be strictly confidential, and that they would help the college learn those problems in which students might appreciate help. Since results were to be used as a survey, the inventories could be anonymous if students chose. About a third of the group did not sign. For more reflection and privacy students were given the list to fill out in their own rooms. Of the 100, 8 did not return the check list: 6 freshmen and 2 juniors.

Students' attitude toward the check list is important. In answer to the question, "Have you enjoyed filling out the list?" 80 per cent of the students checked "Yes;" 8 per cent checked "No," and 2 per cent omitted a reply. In regard to its worthwhileness 74 per cent as against 7 per cent felt it was worth doing. Eleven per cent omitted the question.

In explaining these reactions, those few saying "No" gave reasons that such analysis was unpleasant or too personal; nothing new was learned. Illustrative are the following quotations:

# Student Problem in a Small College

## Administration of the Study. The Money Problem

Check list was administered to 100 college students representative of the enrollment at Eastern Nazarene College. To encourage interest and cooperation the students were assured that their lists would be strictly confidential, and that they would help the college learn those programs in which students might appreciate help. Since results were to be used as a survey, the inventories would be anonymous if students chose. About a third of the group did not agree. For more relaxation and privacy students were given the list to fill out in their own rooms. Of the 100, 8 did not return the check list: 6 freshmen and 2 juniors.

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My past has so many unhappy shadows I do not like to recall them.

I dislike feeling that someone will find out my own private thoughts!

I'm afraid the deepest problems are never advertised.

I believe I have been aware of my problems. I don't believe most people would reveal what their most intimate problems are.

Reasons for positive reactions are more varied: that it provided release, clarified and organized problems and stimulated thinking and desire for action. A few are quoted:

It was fun to do. We're all a little self-centered and enjoy analyzing ourselves.

Everything seems simpler and more easy to manage when it is clearly expressed in words. Somehow, my problem does not seem so far-reaching after seeing it written out; it has definite boundaries.

I have been surprised to see how few are my important problems when I seek to put them on paper.

I feel that I can best cope with my problems if I frankly admit them to myself.

This list has afforded me opportunity to write down and thereby study my problems. I feel that now that I can view all my problems at once, I can make suitable adjustment and strive more successfully to overcome them. Until I wrote this test or list, I never quite realized the extent to which my problems reached.

Concrete expression of my problems. My problems are not unknown to the human family.

It centered my attention more directly on the nature of my problems.

It helped me to analyze troubles that have been present.

My past has no happy memory. I do not like to recall them.

I think it is that someone will find out my own private thoughts.

I think the deepest of all the things advertised.

I believe I have been waste of my problems. I don't believe most people would reveal what their most intimate problems are.

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Everything seems simpler and more easy to manage when it is clearly expressed in words. However, my problem was not seen so far-reaching when feeling it written out; it has definite boundaries.

I have been surprised to see how low are my important problems when I seek to put them on paper.

I feel that I can deal with my problems if I frankly admit them to myself.

This list has afforded me opportunity to write down and thereby study my problems. I feel that now that I can view all my problems at once, I can make realistic judgment and strive more successfully to overcome them. Until I wrote this list of them, I have quite realized the extent to which my problems reached.

Concrete expression of my problems. My problems are not unknown to the human family.

It centered my attention more directly on the nature of my problems.

It helped me to analyze troubles that have been present.



It tends to awaken one to his inner problems.

It has helped me to see my weak points and given me a determination to do something about it.

It awakens me to the fact that I need help in certain lines.

Analysis of problem areas indicated by the check list.

The frequency of problems in each area are tabulated in Tables II through XII. In connection with discussion of these, some problems encircled for "most concern" will be indicated also. At the end of the check list students were asked to summarize their chief problems; some relating to the particular area discussed will be quoted. The main purpose of these tables (II-XII) is to give a general picture of problem areas. In Table XIV significant comparison is made according to classes.

Health and physical development, Table II, shows three similar problems of highest frequency: "not enough sleep," "not enough outdoor air or sunshine," and "tiring very easily." Of those checking these three problems 28 per cent feel that they are of "most serious concern". Inspection of Table I also indicates particular problems as with the teeth, eyes or posture. According to the students other problems include:

I have some concern about getting the proper diet and proper amount of sleep to keep up with my curriculum and still do my best.

My chief problem right now is tired feet, consequently I am tired and nervous all over.

It tends to awaken one to his inner problems.

It has helped me to see my weak points and given me a determination to do something about it.

It awakens me to the fact that I need help in certain lines.

#### Analysis of problem areas indicated by the check list.

The frequency of problems in each area are tabulated in Tables II through XII. In connection with discussion of these, some problems encircled for "most common" will be indicated also. At the end of the check list students were asked to summarize their chief problems; some relating to the particular area discussed will be quoted. The main purpose of these tables (II-XII) is to give a general picture of problem areas. In Table XIV significant comparison is made according to classes.

#### Health and Physical Development. Table I, shows three

similar problems of highest frequency: "not enough sleep," "not enough outdoor air or sunshine," and "tiring very easily." Of those checking these three problems 88 per cent feel that they are of "most serious concern." Inspection of Table I also indicates particular problems as with the teeth, eyes or posture. According to the students other problems include: I have some concern about getting the proper diet and proper amount of sleep to keep up with my curriculum and still do my best.

My chief problem right now is tired feet, consequently I am tired and nervous all over.



TABLE II

HEALTH AND PHYSICAL DEVELOPMENT  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	So	J	Se	tal
5	Not enough sleep . . . . .	18	10	8	10	46
57	Not enough outdoor air and sunshine .	5	6	3	3	17
1	Tiring very easily . . . . .	3	2	4	4	13
225	Not getting proper diet . . . . .	4	2	1	5	12
276	Poor teeth . . . . .	4	5	1	1	11
4	Not enough exercise . . . . .	4	1	4	1	10
115	Not very attractive physically . . . .	3	2	3	2	10
168	Nose or sinus trouble . . . . .	5	1	1	3	10
2	Being underweight . . . . .	4	0	0	5	9
111	Poor posture . . . . .	4	1	3	1	9
112	Poor complexion . . . . .	5	1	1	1	8
170	Weak eyes . . . . .	3	1	1	3	8
3	Being overweight . . . . .	3	0	2	2	7
56	Not as robust as I should be . . . . .	2	1	1	2	6
167	Frequent colds . . . . .	2	0	1	3	6
222	Menstrual disorders . . . . .	1	0	0	5	6
114	Too tall . . . . .	3	0	0	1	4
166	Frequent sore throat . . . . .	0	2	0	2	4
221	Frequent headaches . . . . .	3	0	0	1	4
278	Tired feet . . . . .	1	0	1	2	4
113	Too short . . . . .	1	0	1	1	3
58	Frequent illness . . . . .	0	1	1	0	2
277	Poor hearing . . . . .	1	0	0	1	2
280	Being clumsy and awkward . . . . .	0	0	1	1	2
59	Threatened with a serious ailment . .	0	1	0	0	1
169	Speech handicap (stammering, etc.) . .	1	0	0	0	1
224	Digestive troubles . . . . .	1	0	0	0	1
279	Physical handicap . . . . .	1	0	0	0	1
233	Lack of appetite . . . . .	1	0	0	0	1
Item totals		83	38	38	60	219
Number in classes		34	20	18	20	92





I have a skin disease on my hands, which, if it is not soon healed, will keep me from entering my chosen vocation, nursing.

If I could improve the physical and get some pep my other troubles would dissolve.

Finances, living conditions and employment. A common reaction to campus dining halls, as indicated in Table III, is the high percentage checking "tiring of the same meals all the time." Greater emphasis is upon finances and employment; "working for all my expenses," "going in debt for college expenses," and "going through school on too little money." The difficulty of "managing my finances poorly" and "too many financial worries" confronts about 10 per cent of the group. Almost 80 per cent of the students in this study and of the college's entire enrollment earn all or part of their way. Sixteen per cent of the study group above consider the problem of "most concern." Therefore, Chapter VIII<sup>7</sup> analyzes this situation further. The following students' viewpoints are typical:

My chief problem is a financial one. I worry about funds needed to pay for my college education and my room and board.

Doing practically all of my work on the campus for credit on my bill, my biggest concern now is to earn cash to buy clothing and books.

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<sup>7</sup> Cf. post. p.

I have a skin disease on my hands, which, if it is not soon healed, will keep me from entering my chosen vocation, nursing.

If I could improve the physical and get some pay my other troubles would dissolve.

Finances, living conditions and employment. A common

reaction to campus dining halls, as indicated in Table III, is the high percentage checking "living of the same meals all the time." Greater emphasis is upon finances and employment; "worrying for all my expenses," "going to debt for college expenses," and "going through school on too little money." The difficulty of "managing my finances poorly" and "too many financial worries" confronts about 15 per cent of the group. Almost 50 per cent of the students in this study and of the college's entire enrollment earn all or part of their way. Sixteen per cent of the study group above consider the problem of "most concern." Therefore, Chapter VIII analyzes this situation further. The following students' viewpoints are typical:

My chief problem is a financial one. I worry about funds needed to pay for my college education and my room and board.

Being practically all of my work on the campus for credit on my bill, my biggest concern now is to earn cash to buy clothing and books.



TABLE III

FINANCES, LIVING CONDITIONS, AND EMPLOYMENT  
(Mooney Problem Check List)

Item no.	Problem	Number checked				to- tal
		F	Se	J	Se	
226	Tiring of same meals all the time . .	9	8	1	6	24
64	Going through school on too little money	7	4	2	5	18
283	Working for all my expenses . . . . .	6	4	4	4	18
61	Going in debt for college expenses .	6	8	0	1	15
120	Disliking financial dependence on family . . . . .	5	4	3	2	14
63	Needing money for education beyond college . . . . .	2	2	4	4	12
117	Having to watch every penny I spend .	4	4	2	1	11
9	Managing my finances poorly . . . . .	4	4	2	0	10
7	Too little money for clothes . . . . .	3	4	0	2	9
6	Not enough suitable clothes to wear .	3	1	0	4	8
281	Doing more outside work than is good for me . . . . .	3	1	0	4	8
172	Lacking privacy in living quarters .	2	1	1	3	7
175	Too many financial problems . . . . .	4	1	1	1	7
8	Having less money than friends have .	0	2	1	2	5
116	Needing money for better health care	2	2	0	0	4
228	No regular source of income . . . . .	1	1	1	1	4
119	Family worried about finances . . . .	2	0	0	1	3
229	Needing a job in vacations . . . . .	2	0	1	0	3
230	Too little money for recreation . . .	3	0	0	0	3
10	Needing a part-time job now . . . . .	1	0	1	0	2
62	Graduation threatened by lack of funds	1	1	0	0	2
65	Doubting college is worth my finan- cial struggle . . . . .	0	2	0	0	2
174	Having financial dependents . . . . .	1	0	0	1	2
282	Working late at night on a job . . .	1	0	0	1	2
284	Getting low wages . . . . .	1	0	0	1	2
171	Living in an inconvenient location .	0	0	0	1	1
227	Too little money for board . . . . .	0	1	0	0	1
Item totals		74	55	24	45	198
Number in classes		34	20	18	20	92





So much time is spent paying my own bills I can't do anything else. I may as well live to eat as to try to study and work too.

I think that a student who works for all his expenses is bound to have a problem arranging student activities, social life, studies and recreation and yet earn enough money. Yet, the necessity of self-support is a challenge rather than a handicap and can teach me valuable lessons in the utility of time and money.

Social and recreational activities. Out of a total of 95 problems checked by freshmen, 32 were under the heading, "Not enough time for recreation." Items on recreation reveal a lack of time to read or enjoy fine arts and to participate in sports and other student activities. Of all classes 25 per cent are concerned over being "unskilled in conversation," and a third of these are "most concerned". Students' own summaries are comparable to the list:

I have a tendency to be satisfied with my own circle of friends.

My chief problem is a matter of social and racial adjustment.

I frequently feel inferior as to personal appearance and social etiquette.

What shall I say to make conversation interesting instead of so many gaps?

Lack of social intermingling.

I am afraid of hurting the feelings of anyone I am leading or directing. I take very special care about what I say.

I feel too inferior when with people who are above me





TABLE IV  
SOCIAL AND RECREATIONAL ACTIVITIES  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				total
		F	So	J	Se	
11	Not enough time for recreation . . . . .	7	8	7	6	28
290	Too little chance to read what I like . . . . .	8	8	5	6	27
70	Unskilled in conversation . . . . .	9	5	4	5	23
232	Too little time for sports . . . . .	6	6	4	5	21
15	Being ill at ease at social affairs . . . . .	6	5	3	4	18
233	Too little chance to enjoy art or music . . . . .	5	6	2	3	16
287	Too little chance to do what I like . . . . .	6	5	2	3	16
12	In too few student activities . . . . .	6	2	3	3	14
178	Not knowing what to do on a date . . . . .	8	3	2	1	14
231	Not enough time to myself . . . . .	3	3	4	3	13
68	Awkward in meeting people . . . . .	5	0	2	4	11
176	Unsure of my social etiquette . . . . .	3	4	2	2	11
234	Too little chance to listen to the radio . . . . .	3	4	1	2	10
286	Unable to lead a well-rounded life . . . . .	3	4	1	1	9
69	Slow in getting acquainted with people . . . . .	3	2	1	2	8
66	Boring week ends . . . . .	1	2	1	1	5
177	Awkward in making a date . . . . .	2	3	0	0	5
13	Lacking a place to entertain friends . . . . .	1	0	1	2	4
14	Wanting to learn how to entertain . . . . .	1	3	0	0	4
121	Living outside the stream of college life . . . . .	0	1	0	3	4
122	Nothing interesting to do in spare time . . . . .	2	1	0	0	3
289	In too many student activities . . . . .	1	0	1	1	3
124	Not enjoying many things others enjoy . . . . .	1	0	1	0	2
125	Wanting to learn how to dance . . . . .	1	0	0	1	2
288	Too much social life . . . . .	0	1	1	0	2
123	Having no hobby . . . . .	0	1	0	0	1
179	Not knowing how to select clothes . . . . .	0	0	0	1	1
180	Not fitting in the group with which I live . . . . .	1	0	0	0	1
235	Too little chance to go to shows . . . . .	0	0	0	1	1
67	Too little social life . . . . .	3	2	1	1	7
Item totals		95	79	49	61	284
Number in classes		34	20	18	20	92







and whom I do not know well.

I think that a 'feeling of social inadequacy' sums up my problems.

Social-psychological relations, Table V, illustrates that 35 per cent of the study group wanted a more pleasing personality. The range of problems is scattered with some items having been checked by only one per cent. However, 14 per cent of the list is of special importance to the individuals. Feelings of inferiority, shyness, and isolation are largely freshman attitudes. Illustrative quotations follow:

What I need most of all is a better personality along with conversational ability.

I'm too self-centered. I don't think of others but always of myself. I am too easily hurt and very jealous of people.

It is very hard for me to get acquainted and consequently many people think I am 'high-hat'. It all goes back to a feeling of inferiority, especially if the person I've met is a well-known individual.

I too often have the feeling that people don't like me or think I'm a little queer.

Personal-psychological relations. In Table VI, 28 per cent are shown to take things too seriously and 32 per cent are nervous. The lack of self-confidence is a hindrance for 20 per cent, while worry, moodiness and excitement bothers one tenth of the students. The students need personal counsel, it appears, especially the third who encircled the problems. The follow-





TABLE V  
SOCIAL-PSYCHOLOGICAL RELATIONS  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	Se	J	Se	tal
236	Wanting a more pleasing personality. . .	12	8	7	6	33
75	Feeling inferior . . . . .	7	6	6	5	24
16	Shyness . . . . .	9	1	1	3	14
129	Hurting people's feelings . . . . .	2	4	3	4	13
237	Lacking leadership ability . . . . .	3	5	2	2	12
20	Feelings too easily hurt . . . . .	3	3	1	4	11
17	Being slow in making friends . . . . .	5	2	1	1	9
19	Being called "high-hat" . . . . .	1	1	2	2	6
185	Being jealous . . . . .	1	3	1	1	6
238	Too easily led by other people . . . . .	2	1	1	2	6
293	Feeling that nobody understands me . .	4	1	0	1	6
295	Dislike talking about personal affairs	3	1	0	2	6
183	Being disliked by certain persons . .	1	1	1	2	5
126	Being left out of things . . . . .	1	0	2	1	4
184	Getting into arguments . . . . .	1	2	1	0	4
73	Being talked about . . . . .	2	0	0	1	3
128	Being criticized by others . . . . .	0	2	0	1	3
239	Being a poor judge of people . . . . .	0	2	1	0	3
74	Being watched by other people . . . . .	1	0	0	1	2
240	Picking the wrong kind of friends . .	1	1	0	0	2
294	Have no one to tell my troubles to . .	2	0	0	0	2
18	No real friends in college . . . . .	1	0	0	0	1
71	Unpopular . . . . .	0	1	0	0	1
72	Being made fun of . . . . .	1	0	0	0	1
120	Losing friends . . . . .	1	0	0	0	1
181	Not getting along well with other people . . . . .	1	0	0	0	1
182	Disliking certain persons . . . . .	6	0	2	1	9
Item totals		71	45	32	40	188
Number in classes		34	20	18	20	92





TABLE VI

PERSONAL-PSYCHOLOGICAL RELATIONS  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	Se	J	Se	tal
23	Nervousness . . . . .	8	9	6	8	31
22	Taking things too seriously . . . . .	10	7	5	5	27
243	Lacking self-confidence . . . . .	7	3	5	4	19
76	Moodiness, having the "blues" . . . . .	7	3	4	2	16
133	Daydreaming . . . . .	8	5	2	1	16
241	Afraid of making mistakes . . . . .	6	4	2	3	15
21	Too self-centered . . . . .	3	3	5	3	14
132	Worrying about unimportant things . . . . .	3	5	5	1	14
24	Getting too excited . . . . .	4	0	3	5	12
242	Can't make up my mind about things . . . . .	2	2	5	3	12
78	Not doing anything well . . . . .	2	4	4	1	11
187	Stubbornness . . . . .	3	2	0	4	9
134	Forgetting things . . . . .	4	1	3	2	10
79	Too easily discouraged . . . . .	3	2	2	0	7
190	Not taking things seriously . . . . .	1	3	2	1	7
77	Failing to get ahead . . . . .	1	4	1	0	6
188	Carelessness . . . . .	2	0	3	1	6
80	Sometimes wishing I'd never been born. . . . .	3	0	1	1	5
189	Laziness . . . . .	2	1	2	0	5
131	Unhappy too much of the time . . . . .	2	0	1	2	5
245	Can't see the value of daily things I do . . . . .	2	0	1	0	3
244	Lost--no sense of direction in my life . . . . .	0	0	1	1	2
35	Not having any fun . . . . .	0	0	0	1	1
134	Forgetting things . . . . .	0	0	0	1	1
296	Too many personal problems . . . . .	0	0	0	1	1
297	Unwilling to face a serious problem now . . . . .	0	1	0	0	1
298	Bad dreams . . . . .	0	0	0	1	1
299	Insanity . . . . .	1	0	0	0	1
Item totals		84	59	73	52	268
Number in classes		34	20	18	20	92

TABLE VI  
PERSONAL-PSYCHOLOGICAL RELATIONS  
(Money Problem Check List)

Item	Problem	Number checked to-	Number checked to-
No.		5	10
23	Nervousness . . . . .	8	9
24	Taking things too seriously . . . . .	8	10
25	Lacking self-confidence . . . . .	4	7
26	Worries, having the "blues" . . . . .	3	7
27	Overreacting . . . . .	3	8
28	Afraid of making mistakes . . . . .	3	8
29	Too self-centered . . . . .	3	8
30	Worrying about unimportant things . . . . .	3	8
31	Getting too excited . . . . .	3	8
32	Can't make up my mind about things . . . . .	4	8
33	Not doing anything well . . . . .	4	8
34	Stupidness . . . . .	3	8
35	Forgetting things . . . . .	3	8
36	Too easily discouraged . . . . .	3	8
37	Not taking things seriously . . . . .	4	8
38	Failing to get ahead . . . . .	3	8
39	Carelessness . . . . .	3	8
40	Sometimes wishing I'd never been born . . . . .	3	8
41	Loneliness . . . . .	3	8
42	Worrying too much of the time . . . . .	3	8
43	Can't see the value of daily things . . . . .	3	8
44	Lost--no sense of direction in my life . . . . .	3	8
45	Not having any fun . . . . .	3	8
46	Forgetting things . . . . .	3	8
47	Too many personal problems . . . . .	3	8
48	Unwilling to face a serious problem . . . . .	3	8
49	Now . . . . .	3	8
50	Bad dreams . . . . .	3	8
51	Insanity . . . . .	3	8

Item totals  
Number in classes

84	89	73	52	268
24	20	18	20	92



ing quotations present vital problems:

Perhaps one of the most difficult things for me is myself. I have no self-confidence in hardly a thing I attempt to do.

One of my chief problems is nervousness. This probably results in my being underweight and forgetting things. Often I find myself too bothered over little incidentals.

I guess I'm too much of a 'worry-wort'. I try to cover up by acting crazy, but if I'm alone I just brood.

My chief problem is self-discipline!

In about three years I have felt that there really is no excuse for being alive. I have no interest in people, in life, in a vocation.

Moodiness often; I am unhappy for no reason at all.

Making up my mind is hard; I am afraid of making the wrong decision.

Courtship, sex and marriage, Table VII, is more a problem area for freshmen and sophomores than for the other classes. "Wondering if I'll ever get married," was checked most, however one student felt that such a problem was amusing. Juniors seem more concerned over "two few dates" while sophomores with "going steady". Only 6 per cent of all students considered these problems of "most concern". The following quotations indicate the similarity found in the summaries:

I am going with too many different girls.

I would like to take a course on the relationship and conduct of young men and women who are going steady and on early married life. It's a real problem.





TABLE VII  
COURTSHIP, SEX, AND MARRIAGE  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	Se	J	Se	tal
85	Wondering if I'll ever get married . .	5	2	3	3	13
26	Too few dates . . . . .	3	1	4	2	10
140	Wondering if I'll find a suitable mate	4	4	1	1	10
305	Wanting love and affection . . . . .	3	2	2	3	10
27	Not mixing well with the opposite sex	4	1	3	1	9
193	Deciding whether I'm in love . . . . .	2	2	0	2	6
247	Boy friend . . . . .	2	1	1	1	5
301	Disappointment in a love affair . . . .	1	1	2	1	5
29	"Going steady" . . . . .	1	4	0	0	5
137	Insufficient knowledge about sex matters . . . . .	1	2	1	0	4
246	Girl friend . . . . .	1	2	1	0	4
302	Breaking up a love affair . . . . .	1	1	0	2	4
192	Being in love . . . . .	1	1	1	1	4
84	Disturbed by ideas of sexual acts . .	0	2	0	1	3
30	Being in love with someone I can't marry . . . . .	3	0	0	0	3
28	Lack of sex attractiveness . . . . .	0	0	1	1	2
195	Finding it hard to control sex urges .	0	2	0	0	2
139	Afraid of close contact with opposite sex . . . . .	0	1	0	1	2
136	Embarrassed in discussions of sex . . .	1	1	0	0	2
249	Marriage . . . . .	1	1	0	0	2
82	Uninterested in opposite sex . . . . .	1	0	0	0	1
194	Thinking too much about sex matters .	0	1	0	0	1
250	Putting off marriage . . . . .	0	0	1	0	1
303	Petting and necking . . . . .	0	0	1	0	1
Item totals		35	32	22	20	109
Number in class		34	20	18	20	92





How shall I find the middle of the way and always do the right thing with my girl friend?

I feel that I have missed much in not having boy friends who might have been 'eligible'.

Home and family. Problems in this area are not concentrated in one phase other than "getting home too seldom". The transition necessary, especially for freshmen, is evident by Table VIII in the feeling of "parents sacrificing too much for me", and "clash of opinions between me and my parents", or "being criticized by my parents". According to the students' written reactions, more were concerned with family differences. Illustrative types follow:

My background (family, etc.) hasn't given me much preparation for college life.

I think my chief problems come from unhappy home life. My parents separated two years ago. I feel that I have no home.

My mother is a problem: nervous. She makes life at home unpleasant.

Sickness in the family at home.

Morals and religion, Table IX, presents fewer items than the other areas. "Wanting communion with God" heads the list. Perhaps one reason for less emphasis here is the spiritual tone of campus activities: chapel services, student-sponsored prayer meetings, and frequent religious conferences. Of the 100 students only 4 mentioned problems of this area in their summaries:





TABLE VIII  
HOME AND FAMILY  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	Se	J	Se	tal
306	Getting home too seldom . . . . .	5	3	3	4	15
35	Parents sacrificing too much for me .	6	3	2	2	13
34	Sickness in the family . . . . .	3	1	2	0	6
90	Feeling I don't really have a home . .	2	3	0	1	6
198	Clash of opinions between me and par- ents . . . . .	3	1	1	1	6
31	Being criticized by my parents . . . .	3	0	1	1	5
33	Father . . . . .	2	3	0	0	5
32	Mother . . . . .	1	3	0	1	5
142	Home life unhappy . . . . .	1	1	2	1	5
143	Family quarrels . . . . .	1	1	2	1	5
253	Being treated like a child at home . .	2	1	1	1	5
141	Friends not welcomed at home . . . .	2	1	1	0	4
196	Heavy home responsibilities . . . . .	2	0	1	1	4
86	Parents separated or divorced . . . .	2	1	0	0	4
89	Mother not living . . . . .	0	0	1	2	3
200	Parents' drinking . . . . .	2	0	1	0	3
308	Wishing I had a better family back- ground . . . . .	1	1	1	0	3
87	Death in the family . . . . .	0	0	0	2	2
252	Parents not trusting me . . . . .	1	1	0	0	2
88	Father not living . . . . .	0	0	0	1	1
145	Not getting along with a step-parent .	0	0	0	1	1
199	Talking back to my parents . . . . .	0	0	1	0	1
254	Being an only child . . . . .	1	0	0	0	1
255	Wanting more freedom at home . . . .	0	1	0	0	1
309	Relatives interfering with family affairs . . . . .	1	0	0	0	1
Item totals		41	27	20	22	110
Number in classes		34	20	18	20	92





TABLE IX

MORALS AND RELIGION  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	So	J	Se	tal
91	Wanting communion with God . . . . .	5	1	3	0	9
259	Can't forget some mistakes I've made .	0	2	4	3	9
36	Belonging to a minority religious group	3	0	1	3	7
312	Trying to break a bad habit . . . . .	3	1	1	0	5
93	Wanting more chances for religious worship . . . . .	2	3	0	0	5
40	Bothered by vulgarity in college talk	1	3	0	0	4
148	Being forced to go to church . . . . .	3	0	0	0	3
92	Too little chance to develop my own religion . . . . .	0	1	1	1	3
313	Sometimes being dishonest . . . . .	1	1	0	0	2
38	Affected by religious or racial preju- dice . . . . .	0	1	1	0	2
39	Missing spiritual elements in college life . . . . .	0	1	0	0	1
94	Confused in my religious beliefs . . .	1	0	0	0	1
95	Confused on some moral questions . . .	0	0	1	0	1
146	Failing to go to church . . . . .	0	0	1	0	1
147	Disliking church services . . . . .	0	0	1	0	1
203	Losing faith in religion . . . . .	0	0	0	1	1
201	Failing to see relation of religion to life . . . . .	1	0	0	0	1
256	Bothered by ideas of heaven and hell .	0	0	0	1	1
258	Yielding to temptations . . . . .	1	1	0	0	2
311	Moral code weakening . . . . .	1	0	0	0	1
260	Getting a bad reputation . . . . .	0	0	1	0	1
Item totals		22	15	14	11	62
Number in classes		34	20	18	20	92

TABLE IX  
MORALS AND RELIGION  
(Money Problem Check List)

Item No.	Problem	Number checked to-	1	2	3	4	5
30	Getting a bad reputation . . . . .	0	0	1	0	0	1
31	Moral code weakening . . . . .	1	0	0	0	0	1
32	Yielding to temptations . . . . .	1	1	0	0	0	2
33	Bothered by ideas of heaven and hell . . . . .	0	0	0	0	0	1
34	Life . . . . .	1	0	0	0	0	1
35	Failing to see relation of religion to . . . . .	0	0	0	0	0	1
36	Losing faith in religion . . . . .	0	0	0	0	0	1
37	Disliking church services . . . . .	0	0	1	0	0	1
38	Failing to go to church . . . . .	0	0	1	0	0	1
39	Confused on some moral questions . . . . .	0	0	1	0	0	1
40	Confused in my religious beliefs . . . . .	1	0	0	0	0	1
41	Missing spiritual elements in college life . . . . .	0	1	0	0	0	1
42	Being forced to go to church . . . . .	3	0	0	0	0	3
43	Bothered by vulgarity in college talk . . . . .	1	3	0	0	0	4
44	Worship . . . . .	2	3	0	0	0	5
45	Wanting more chances for religious . . . . .	3	1	1	0	0	5
46	Trying to break a bad habit . . . . .	3	1	1	0	0	5
47	Belonging to a minority religious group . . . . .	3	0	1	1	0	5
48	Can't forget some mistakes I've made . . . . .	0	3	4	3	0	9
49	Wanting communion with God . . . . .	3	1	3	0	0	7
Item Totals							
Number in classes							
32	15	14	11	11	11	11	32
33	15	18	20	20	20	20	32



How do I stand with my God?

I truly crave more communion with Him.

My spiritual life is weak and ineffectual.

Adjustment to college work. According to the high frequency of many items in Table X, this area is one of great concern to these college students. Out of 295 items checked, 20 per cent, or 60 items, were circled for "most concern". Lack of budgeting time or excess employment may introduce the frequent problems of "not enough time for study", and closely related, "not getting studies done on time". Tool subjects of reading, logic and general study habits are deficient. Items expressing these educational problems and the percentages checking them should be noted; for example, "unable to concentrate well", 21 per cent; "don't know how to study effectively", 17 per cent; "worrying about examinations", 14 per cent; and "trouble in outlining or notetaking", 11 per cent. Not having a definite purpose in attending college is a difficulty for 7 per cent of the group.

The Wrenn Study Habits Inventory<sup>8</sup> also indicates that these students recognize such difficulties; the Iowa Silent Reading Test<sup>9</sup> shows difficulty also. In their own words:

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<sup>8</sup> Cf. post. p.

<sup>9</sup> Cf. post. p.





TABLE X

ADJUSTMENT TO COLLEGE WORK  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	So	J	Se	tal
153	Not enough time for study . . . . .	12	7	5	3	27
262	Not getting studies done on time . . .	10	6	7	2	25
263	Unable to concentrate well . . . . .	4	6	7	3	20
320	Slow in reading . . . . .	4	6	4	5	19
317	Vocabulary too limited . . . . .	7	4	3	4	18
319	Weak in spelling or grammar . . . . .	8	4	3	2	17
44	Don't know how to study effectively .	8	5	2	1	16
210	Unable to express myself in words . .	7	0	4	4	15
154	Poor memory . . . . .	6	4	3	1	14
206	Slow in mathematics . . . . .	5	4	3	2	14
261	Worrying about examinations . . . . .	6	2	3	2	13
264	Trouble in outlining or note-taking .	6	1	2	2	11
318	Weak in writing . . . . .	5	2	3	1	11
96	Getting low grades . . . . .	8	4	1	2	15
316	Afraid to speak up in class discussions	6	2	0	2	10
97	Fearing failure in college . . . . .	3	2	1	2	8
209	Not smart enough in scholastic ways .	3	2	1	2	8
208	Weak in logical reasoning . . . . .	3	1	1	2	7
42	Purpose in going to college not clear	6	0	1	0	7
207	Slow with theories and abstractions .	1	2	1	1	5
151	Carrying too heavy a class load . . .	0	2	1	0	3
265	Trouble in using the library . . . . .	2	0	0	0	2
98	Enrolled in wrong courses . . . . .	1	0	0	1	2
99	Wanting to change to another college .	1	1	0	0	2
100	Wanting to leave college . . . . .	1	1	0	0	2
152	Absent from classes too often . . . .	0	1	1	0	2
155	Not fundamentally interested in books.	1	1	0	0	2
45	Attending college on insistence of family . . . . .	2	0	0	0	2
41	Feeling lost in college . . . . .	1	0	0	0	1
Item totals		127	69	58	43	301
Number in classes		34	20	18	20	92





I really don't have any difficulties in my work here except that my outside activities are so numerous that I'm apt to let my studies slide a bit.

My greatest problem is in my inability to express myself as well as I would like to.

Whenever I have much writing to do I get worse and worse as I continue until I can hardly read my own writing.

Trouble in writing and spelling expressing my thought on paper. (Spelling quoted.)

My chief problem is in languages and I feel this limits me everywhere.

I can't seem to concentrate on my studies. My mind wanders to the athletic field, etc.

In my own case the chief concern is too little time spent in study and careless study habits.

I do wish that I could remember things more easily. Then I must come out of myself and not be afraid to express my opinions.

I think I'm wasting my time in college when I could be in nurse's training.

The future: Vocational and educational, Table XI, indicates "restless at delay in starting life work" and "wondering if I'll be successful in life" as predominate problems. Again the underclassmen are more bothered. According to the summaries greater emphasis is placed upon the need for vocational choice. In the check list one tenth did not know what they wanted in life nor their own vocational abilities. Here then, is definite need for vocational guidance. Students' viewpoints parallel many items of the list:





TABLE XI  
THE FUTURE: VOCATIONAL AND EDUCATIONAL  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				
		F	So	J	Se	tal
46	Restless at delay in starting life work	9	4	3	1	17
156	Wondering if I'll be successful in life	4	2	5	4	15
158	Not knowing what I really want . . . . .	6	2	2	2	12
215	Needing to know my vocational abilities	5	3	2	0	10
213	Needing to decide on an occupation . .	4	2	1	2	9
47	Doubting wisdom of my vocational choice	5	0	1	2	8
212	Not knowing where I belong in the world	4	2	2	0	8
325	Doubting ability to handle a good job.	1	1	5	1	8
268	Wanting advice on next steps after college . . . . .	3	2	2	1	8
211	Not knowing the kind of person I want to be . . . . .	2	2	1	1	6
48	Family opposing my choice of vocation.	5	1	0	0	6
160	Concerned about military service . . .	3	1	1	0	5
215	Needing to know about my vocational abilities . . . . .	5	0	0	0	5
214	Needing information about occupations.	2	2	0	0	4
270	Choosing best courses to prepare for a job . . . . .	2	1	1	0	4
159	Trying to combine marriage and career.	2	1	1	0	4
103	Not interested in any vocation . . . .	2	1	0	0	3
266	Needing vocational training beyond college . . . . .	1	1	1	0	3
101	Unable to enter desired vocation . . .	1	0	1	0	2
104	Dreading to think of a life of hard work . . . . .	0	1	0	1	2
50	Doubting economic value of college de- gree . . . . .	1	1	0	0	2
322	Don't know how to look for a job . . .	1	0	0	1	2
49	Being told I will fail in chosen voca- tion . . . . .	0	1	0	0	1
105	Doubting college prepares me for work- ing . . . . .	1	0	0	0	1
157	Needing to plan ahead for the future .	0	1	0	0	1
267	Doubting I can get a job in chosen vocation . . . . .	0	0	1	0	1
269	Choosing courses to take next term . .	0	0	1	0	1
Item totals		70	35	31	19	150
Number in classes		34	20	18	20	92





What should I do in the present to help my future?

I have no settled idea about a vocation because I haven't enough self-confidence to think I could fit into the vocation which attracts me, nor enough interest in any other vocation to seriously consider it. I don't know much about the possibilities in the field I am interested in. (Probably it wouldn't do me any good if I did.)

The one problem which often disturbs me is that perennial one of a person with no financial backing anticipating graduate work.

I do not know what I want from life--I wonder about the future for me very frequently.

I wonder what I'm going to do after college and what I really want.

Curriculum and teaching procedures reveals less problems than other areas. Table XII shows more than half of the items were checked but once. Leading difficulties, however, are "hard to study in living quarters", and "inadequate high school training"--this last especially in the language field. Only a few mentioned this area in their summaries:

I moved about quite a bit while in high school and as a result I have an insufficient language background. I feel inferior because of it.

My troubles summarized would be that of an undeveloped schooling and background.

I am not especially interested in my school work and usually lag behind the rest of the class.

Problem area summaries. While it is important to know itemized problems, it is likewise significant to ascertain those areas in which the majority of college students are finding







TABLE XII  
CURRICULUM AND TEACHING PROCEDURES  
(Mooney Problem Check List)

Item no.	Problem	Number checked to-				tal
		F	Se	J	Se	
106	Hard to study in living quarters . . .	3	3	3	2	11
110	Inadequate high-school training . . .	4	4	1	1	10
327	Forced to take courses I don't like .	6	0	1	0	7
271	Wanting courses not offered by the school . . . . .	4	0	1	0	5
328	Too much work required in some courses	3	1	0	1	5
272	Wanting courses I'm not allowed to take	3	1	0	0	4
107	No suitable place to study on campus .	1	0	0	1	2
274	Having an unfair teacher . . . . .	1	1	0	0	2
329	Grades unfair as measures of ability .	0	1	1	0	2
52	Dull classes . . . . .	1	0	0	0	1
53	Too many poor teachers . . . . .	0	0	1	0	1
55	Teachers lacking personality . . . . .	1	0	0	0	1
108	Too few books in the library . . . . .	1	0	0	0	1
109	Text books hard to understand . . . . .	1	0	0	0	1
162	Having no friends on the faculty . . .	0	1	0	0	1
216	Not enough chances to talk to teachers	0	1	0	0	1
217	Classes too large . . . . .	1	0	0	0	1
218	Teachers doing too much of the talking	0	1	0	0	1
220	Teachers not practicing what they preach . . . . .	1	0	0	0	1
326	College system too arbitrary . . . . .	0	1	0	0	1
328	Too much work required in some courses	0	0	1	0	1
330	Having unfair tests . . . . .	1	0	0	0	1
54	Teachers lacking grasp of subject matter . . . . .	1	0	0	0	1
Item totals		33	15	9	6	63
Number in classes		34	20	18	20	92

TABLE XII  
CURRICULUM AND TEACHING PROCEDURES  
(Mooney Problem Check List)

Item No.	Problem	Number checked to -
1	2	3
108	Hard to study in living quarters . . .	8
110	Inadequate high-school training . . .	4
327	Forced to take courses I don't like . .	8
371	Wanting courses not offered by the school . . .	4
328	Too much work required in some courses	3
372	Wanting courses I'm not allowed to take	3
107	No suitable place to study on campus .	1
374	Having an unfair teacher . . .	1
329	Grades unfair as measures of ability .	0
52	Dull classes . . .	1
53	Too many poor teachers . . .	0
55	Teachers lacking personality . . .	0
108	Too few books in the library . . .	1
109	Text books hard to understand . . .	1
122	Having no friends on the faculty . . .	0
312	Not enough chances to talk to teachers	0
317	Classes too large . . .	1
318	Teachers doing too much of the talking	0
320	Teachers not practicing what they preach . . .	1
322	College system too arbitrary . . .	0
323	Too much work required in some courses	0
320	Having unfair tests . . .	0
34	Teachers lacking grasp of subject matter . . .	1
Item Totals		
33	33	15
Number in classes		
32	34	20



chief difficulties. When information is known, adequate group and individual approaches for better adjustment are possible.

In Table XIII the average number and range of items students checked in each area are listed. The total number and the percentage of the items checked by each class (Table XIV) gives a more detailed picture of main problem areas.

Adjustment to college work was most frequently of concern, especially for 44 per cent of the freshmen. Their average number of problems was 3, but the extreme was 15--half the possible 30 items. Sophomores have 23 per cent of the difficulties, and juniors 19 per cent of those indicated by the whole group. It is natural for greater adjustment among seniors, who check 14 per cent of the items. Seniors average one problem, but some had as many as 11.

Social and recreational activities is second in importance. The freshmen have most difficulty and juniors least. Since one of the functions of personnel work is dealing with student adjustment in social and recreational activities, the program is evidently not correlated for the benefit of many students.

Personal-psychological relations, in third place, shows freshmen with 31 per cent of the problems; they average 2 problems for each individual while some are concerned with 16 items.

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 lems for each individual while some are concerned with 18 items.



TABLE XIV  
TOTAL NUMBER AND PERCENTAGE  
OF ITEMS CHECKED IN PROBLEM AREAS  
(Mooney Problem Check List)

Problem areas	F (34)		So (20)		J (18)		Se (20)		to- tal
	#	%	#	%	#	%	#	%	
1. Adjustment to college work	127	44	69	23	58	19	43	14	297
2. Social and recreational activities . . . . .	95	33	79	28	49	18	61	21	284
3. Personal-psychological relations . . . . .	84	31	59	27	73	25	52	17	268
4. Health and physical development . . . . .	83	38	38	17	38	17	60	18	219
5. Finances, living conditions and employment . . . . .	74	37	55	28	24	12	45	33	198
6. Social-psychological relations . . . . .	71	38	45	24	32	17	40	21	188
7. The future: vocational and educational . . . . .	70	45	35	22	31	20	19	13	155
8. Home and family . . . . .	41	37	27	24	20	19	22	20	110
9. Courtship, sex and marriage	35	32	32	29	22	21	20	18	109
10. Curriculum and teaching procedures . . . . .	33	52	15	23	9	15	6	10	63
11. Morals and religion . . . . .	22	35	15	23	14	22	11	20	62
Total number	734		469		370		379		1953
Total per cent		38		27		17		18	





TABLE XIII

AVERAGE NUMBER AND RANGE OF ITEMS CHECKED IN PROBLEM AREAS  
(Mooney Problem Check List)

Problem areas	Freshmen		Sophomore		Juniors		Seniors		To- tal Ave.
	34 pupils	20 pupils	20 pupils	18 pupils	20 pupils	20 pupils	20 pupils		
	Ave. Range	Ave. Range	Ave. Range	Ave. Range	Ave. Range	Ave. Range	Ave. Range		
1. Adjustment to college work . . . . .	3.0 0-15	2.9 0-11	3.3 0-9	1.0 0-11	2.5	2.5	2.5		
2. Social and recreational activities . . . . .	2.3 0-16	2.8 0-11	2.5 0-7	2.2 0-11	2.5	2.5	2.5		
3. Personal-psychological relations . . . . .	2.1 0-16	2.5 0-7	2.1 0-9	2.5 0-9	2.3	2.3	2.3		
4. Health and physical development . . . . .	.5 0-9	1.9 0-7	1.9 0-11	2.9 0-9	1.8	1.8	1.8		
5. Finances, living conditions, and employment . . . . .	1.8 0-16	1.8 0-7	1.6 0-5	1.9 0-5	1.8	1.8	1.8		
6. Social-psychological relations . . . . .	1.7 0-18	1.7 0-7	1.1 0-9	1.8 0-9	1.6	1.6	1.6		
7. The future: vocational and educational . . . . .	1.5 0-11	1.0 0-11	1.2 0-5	1.0 0-7	1.2	1.2	1.2		
8. Home and family . . . . .	1.0 0-15	.7 0-11	1.2 0-7	1.3 0-5	1.1	1.1	1.1		
9. Courtship, sex and marriage . . . . .	.8 0-7	.9 0-5	1.2 0-5	1.0 0-6	1.0	1.0	1.0		
10. Curriculum and teaching procedures . . . . .	.8 0-5	.8 0-3	.8 0-3	.8 0-3	.8	.8	.8		
11. Morals and religion . . . . .	.7 0-7	.9 0-3	.7 0-5	.6 0-5	.7	.7	.7		





In contrast, the seniors have 17 per cent of the total number checked. Since their representation is less than the freshmen they also average 2 problems each, but 9 is the limit.

Health and physical development, ranking forth in importance, varies from the preceding pattern, with seniors almost as troubled as freshmen. In fact, average number of problems shows a progression of difficulty from .5 for freshmen, 1.9 for juniors and sophomores, and the most, 2.9, for seniors. This health factor may be partially one of employment results over a long period. Chapter VIII<sup>10</sup> surveys students' opinion in this respect. In such case of decreasing health the administration is indeed faced with a serious problem.

Following in frequency is that of finances, living conditions and employment with juniors (12 per cent) having least difficulty, and next are freshmen (37 per cent) and seniors (33 per cent). The average number of problems is between 1 and 2. The freshmen have the highest range, (16) over half the possible problems in this area.

For social-psychological area freshmen (38 per cent), sophomores (28 per cent), seniors (21 per cent) and juniors (17 per cent) cope with difficulties in their relationships. The freshmen have the widest range of 18, in contrast to 7 and 9 of

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<sup>10</sup> Cf. post. p.





the others. Almost the same number of problems are averaged for each individual.

The future produces problems for all ages, especially in times of war. According to this list freshmen have most difficulty. By the last year most seniors have formulated plans, nevertheless, they check 14 per cent of the total items.

Home and family, and courtship, sex, and marriage indicate that freshmen are more concerned over family relations. The nature of these problems is indicated in Tables VI and VII, previously discussed.

Morals and religion and curriculum and teaching adjustment are checked the same with the lowest rating. It appears that as students approach their final college years their philosophy of life becomes more established. Here seniors have the lowest average number of problems and 20 per cent of the total checked. There is a contrast with freshmen (53 per cent) in curriculum difficulty with seniors (10 per cent). It is evident that with the transition the freshmen are in particular need of aid.

Considering the number of problems by classes, the freshmen check 38 per cent; sophomores, 27 per cent; juniors, 17 per cent; and seniors, 18 per cent. That these problems are significant to the student is evident from their response to the

the others. Almost the same number of problems are averaged for each individual.

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Morals and religion and curriculum and teaching adjustment are checked the same with the lowest rating. It appears that as students approach their final college years their philosophy of life becomes more established. Here seniors have the lowest average number of problems and 30 per cent of the total checked. There is a contrast with freshmen (55 per cent) in curriculum difficulty with seniors (10 per cent). It is evident that with the transition the freshmen are in particular need of aid.

Considering the number of problems by classes, the freshmen check 38 per cent; sophomores, 27 per cent; juniors, 19 per cent; and seniors, 18 per cent. Total these problems are significant to the student as evident from their response to the



question, "Do you feel that the items marked on the list give a well-rounded picture of your problems?" Eighty per cent answered "Yes"; 8 per cent said "No", and 2 per cent omitted a reply. Very few explained their reaction. Some suggested additional items as: "not making a good impression", or "too much confiding of personal matters". Since over two-thirds enjoyed checking the list and felt that it adequately presented their problems, the findings may be seriously considered. It must be remembered that such a list indicates what students believe their problems to be. Lack of insight may limit results, yet it is vital to know what problems are important to students. Thus this check list shows the general problem types and indicates the need and challenge for meeting them.

#### Significance for this study

The Problem Check List has been classified into areas which suggest campus agencies of personnel function dealing with such phases for helping students with their normal problems. Centralized organization should encourage and develop the utilization of present resources on the campus. Analysis of these items relative to the different agencies then furnishes a referral service. For example, students particularly concerned about financial matters may be directed to the Employment Bureau. Adjustment to college work, especially for freshmen, is a further

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#### Recommendations for this study

The Problem Check List has been classified into areas which suggest various agencies of personnel function dealing with such areas for helping students with their normal problems. Centralized organization should encourage and develop the utilization of present resources on the campus. Analysis of these items relative to the different agencies then furnishes a referral service. For example, students particularly concerned about financial matters may be directed to the Employment Bureau. As to treatment to college work, especially for freshmen, as a further



problem for the orientation class and also for professors dealing with new comers. The predominance of social and recreational difficulties is a problem for the faculty committee to coordinate extra-curricular activities. The extension of present health services and adjustment of student schedules is pertinent for the health services.

But not only are group needs indicated but those of individuals. Critical problems such as "wanting to leave school" or "insanity", etc., demand prompt attention. These problems should be identified and diagnosed as well. Distinction between symptoms and causes is pertinent. Symptoms may include unhappiness, worry, failure to get things done, evasion, etc., while causes may be in vision, faulty diet, poor work habits, or family problems.<sup>11</sup>

Such diagnosis is closely related to counseling. The lack or adequacy of a counseling program is suggested by the last question on the check list: "If the opportunity were offered would you like to talk over any of these problems with some member of the faculty?" Perhaps due to placement on the page some students may have overlooked the question, nevertheless, 36 per

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<sup>11</sup> Alvin C. Eurich and Gilbert C. Wrenn, "Appraisal of Students' Needs." 37th Yearbook of the National Society of Education, Part I, Guidance in Educational Institutions, pp. 31 ff.

problem for the orientation class and also for professors dealing with new concepts. The predominance of social and recreational difficulties is a problem for the faculty committee to coordinate extra-curricular activities. The extension of present health services and adjustment of student schedules is pertinent for the health services.

But not only are group needs indicated but those of individuals. Critical problems such as "wanting to leave school" or "insanity", etc., demand prompt attention. These problems should be identified and diagnosed as well. Distinction between symptoms and causes is pertinent. Symptoms may include unhappiness, worry, failure to get things done, evasion, etc., while causes may be in vision, faulty diet, poor work habits, or family problems.

Such diagnosis is closely related to counseling. The lack or adequacy of a counseling program is suggested by the fact question on the check list: "If the opportunity were offered would you like to talk over any of these problems with some member of the faculty?" Perhaps due to placement on the page some students may have overlooked the question, nevertheless, 36 per



cent omitted a reply. However, 36 per cent said "No". Of the 36 per cent desiring such counsel 20 per cent knew with whom they would like to have these talks, but 16 per cent did not know any particular person.

Thus, in a general survey concentration in particular problem areas is indicative of the need for counseling, diagnosis, and remedial treatment, and for the facilitation of those agencies with these functions. These results then present a clear-cut appeal for assistance.

The Problem Check List has surveyed a wide range. The following chapters deal with some of these particular areas by means of other measuring instruments. Thereby a more comprehensive picture may be obtained of the need for the correlation and extension of personnel services in a small college.

cent omitted a reply. However, 36 per cent said "No". Of the 36 per cent desiring such counsel 30 per cent knew with whom they would like to have these talks, but 10 per cent did not know any particular person.

Thus, in a general survey concentration in particular problem areas is indicative of the need for counseling, diagnosis, and remedial treatment, and for the facilitation of those agencies with these functions. These results then present a clear-cut appeal for assistance.

The Problem Check List has surveyed a wide range. The following chapters deal with some of these particular areas by means of other measuring instruments. Thereby a more comprehensive picture may be obtained of the need for the correlation and extension of personnel services in a small college.



## CHAPTER V

### READING ABILITY

Recognition of the problem. That reading is a basic tool subject has not been disputed among educators. Its importance in modern life as indicative of the effectiveness of education for social competence is measured by the amount and quality of reading an individual does. Also, reading is recognized as a source of one of life's inexhaustible pleasures. Scholastically, reading skills as a means of gaining knowledge are required of typical secondary schools in 80 to 90 per cent of all study activities.<sup>1</sup> It has a positive and close relationship to scholastic achievement. Success in many courses depends largely on the ability to comprehend subject matter in a reasonable length of time. These reading skills Robinson indicates in his study are of different types or degrees as in prose, poetry and science. He found that reading rates were considerably higher in fiction and art than in history or science.<sup>2</sup>

Not until recently was there interest in these different

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<sup>1</sup> Strang, Ruth and Florence Rose, Problems in the Improvement of Reading in High School and College. pp. 12, 28

<sup>2</sup> Frances P. Robinson and Prudence Hall, "Studies of Higher-Level Reading Abilities." Journal of Educational Psychology. XXXII (April, 1941) 241-252

## READING ABILITY

Measurement of the Problem. That reading is a basic

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<sup>1</sup> Evans, Ruth and Florence Ross, "Problems in the Improvement of Reading in High School and College," *Journal of Educational Psychology*, 1921, 12, 23.  
<sup>2</sup> Francis E. Robinson and Florence Hall, "Studies of Higher-Level Reading Ability," *Journal of Educational Psychology*, 1921 (April, 1921), 12:1-12.



abilities and improvement of reading beyond the elementary school level. The acquisition of requisite reading abilities for higher education was assumed. As studies in the field have progressed definite deficiencies in reading ability beyond elementary school level. The acquisition of requisite reading abilities for higher education was assumed. As studies in the field have progressed definite deficiencies in reading beyond the level of elementary school have been discovered.

It has been estimated that one out of every four persons reads inefficiently.<sup>3</sup>

These deficiencies may appear more marked as changes in secondary and college curricula require a broader range of reading skills. With increased enrollments a greater range of student ability and racial backgrounds is evident. Before compulsory education children who were poor readers dropped out of school early.

As the school population has become less selected, the number of poor readers increased. They attract attention in college where greater demands on reading techniques are made and where standards are relatively high.<sup>4</sup>

Notwithstanding definite selection of college students potential ability is often lowered by reading disability.

Schools are more aware that many, although passing the sieve of entrance exams and psychological test, are sufficiently deficient in reading ability as to

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<sup>3</sup> John E. Lodge, "Do you Know How to Read?" Popular Science Monthly, CXXXI (September, 1937) 36

<sup>4</sup> Ruth Strang, and Florence Rose, Problems in the Improvement of Reading in High School and College. p. 11

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It has been estimated that one out of every four persons reads intelligently.

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Notwithstanding deficits in selection of college students

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Schools are more aware than ever, although passing the sieve of entrance exams and psychological tests, are sufficiently deficient in reading ability as to

John A. Jones, "Do You Know How to Read?" Booklist  
October Monthly, XXXI (September, 1937) 52  
"The Bureau, and Kinross House, Problems in the Improvement of Reading in High School and College," p. 11



be handicapped for work required on many reading courses.<sup>5</sup>

Realization of this reading problem is evidenced by subjective reports from teachers, administrators, librarians and students themselves.

Teachers complain that students' vocabularies are definitely deficient, the reading rate is exorbitantly slow and comprehension and organizational attack weak. Lack of concentration and discrimination is also present in open distaste for reading. Librarians observe college students' inability to select reading materials.

Students themselves, realizing their problem, worry about assignments and grope for the cause of their difficulties. The Mooney Problem Check List indicates that students' problems in school adjustment include "slow in reading," "unable to concentrate well," or "vocabulary too limited."<sup>6</sup> The Study Habits Inventory by Wrenn shows students are also conscious of their deficiency in reading habits.<sup>7</sup>

Wrenn noted at Stanford University that slow reading habits were one of the main problems of freshmen and transfer students. Other difficulties mentioned were different standards of work and inability to budget time.<sup>8</sup>

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<sup>5</sup> Walter F. Dearborn and Vincent S. Wilking, "Improving the Reading of College Freshmen." School Review, XLIX (November, 1941) 668-678

<sup>6</sup> Cf. ante. p.

<sup>7</sup> Cf. post p.

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When noted at Stanford University that slow reading  
rates were one of the main problems of freshmen and transfer  
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of work and inability to budget time.



Likewise, at the Eastern Illinois State Teachers College a large percentage of freshmen ranked poor reading ability second in a list of eighteen items as a principal reason for difficulty in adjustment to college.<sup>9</sup>

Reading problems are further evidenced by the emphasis of research and statistical analysis in this field. Wilking says that he had abstracted 80 studies made during the last fifteen years which have as their aim the improvement of reading at the collegiate level.<sup>10</sup> The number of such investigations is evidence of the problem.

Of these reading difficulties Strang summarizes from statistical analysis four major types:

- (1) those involving eye-and-lip movement such as eye-span, too frequent pauses per line, excessive number of regressions, inaccuracy of the return sweep of the eyes, irregular rhythm, excessive vocalization, inner speech or lip movements;
- (2) those involving the ability to grasp the meaning of printed words, phrases and sentences;
- (3) those requiring the evaluation, organization, appreciations and utilization of the facts gained from reading; and
- (4) those involving interest, motive, and purpose.<sup>11</sup>

Standardized reading proficiency tests present a quantitative picture of reading problems and ranges of ability. Marked individual differences are reported in rate, comprehension, vocabulary and application of material. The reading rate of

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<sup>9</sup> Emma Reinhardt, "Freshman Difficulties," Journal of Higher Education, IV (June, 1933) 307-309

<sup>10</sup> S. Vincent Wilking, "The Improvement of Reading in College," Education, LXII (September, 1941) 668-78

<sup>11</sup> Strang and Rose, Op. cit., p. 16

Nikkel, at the Western Illinois State Teachers College  
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Of these reading difficulties three categories have  
 statistical analysis four major types:

- (1) those involving eye-and-lip movement such as  
 eye-span, too frequent pauses per line, ex-  
 cessive number of regressions, tendency of  
 the return sweep of the eyes, irregularity  
 of, excessive vocalization, finger speech or  
 lip movements;
- (2) those involving the ability to grasp the  
 meaning of printed words, phrases and sentences;
- (3) those requiring the evaluation, organization,  
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Standardized reading proficiency tests present a quanti-  
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<sup>10</sup> Some examples: "Reading Difficulties," Journal of  
 Higher Education, IV (June, 1933) 307-308  
 J. B. Vincent, "The Improvement of Reading in  
 College," Education, LXXI (September, 1951) 303-310  
 J. B. Vincent, "The Improvement of Reading in  
 College," Education, LXXI (September, 1951) 303-310



664 freshmen at the University of Chicago varied from two words per second to more than seven words per second.

The efficient students could read 18,000 more words an hour than could slow readers. The most rapid readers could read forty-five more pages per hour than the slowest readers. There was almost as wide variability in comprehension as in rate.<sup>12</sup>

Pressey reported a wide range of ability at Ohio State University. Not more than ten per cent of the lowest third read comprehensively seventh- and eighth-grade material.<sup>13</sup>

The reading problem at Eastern Nazarene College

Numerous other investigations could be cited illustrative of reading deficiencies and variabilities. In the present study similar analysis of test results pictures the reading problem at the College.

Description of the test. For survey purposes the Iowa Silent Reading Test, new edition, advanced test, was selected. This is one of the most widely used tests of reading ability. The high reliability coefficient was obtained by the odd-even method corrected by the Spearman-Brown formula. Validity was judged on the basis of experienced teachers' opinions and on analysis of significant skills of silent reading which the subtests attempt to measure. For a basis of improvement in com-

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<sup>12</sup> William S. Gray, "Reading Difficulties in College," Journal of Higher Education, VII (October, 1936) 356-62

<sup>13</sup> Luella Cole Pressey, "College Students and Reading," Journal of Higher Education, II (January, 1931) 30-34

and frequency at the University of Chicago varied from two words per second to more than seven words per second.

The efficient students could read 15,000 words an hour, which is a slow pace. The most rapid readers could read forty-five words per hour, which is a slow pace. There was almost no variation in comprehension as in rate.

Prosser reported a wide range of ability at Ohio State

University. Not more than ten per cent of the lowest third

read comprehensively seventh- and eighth-grade material.

The reading abilities at Eastern Kentucky College

through other investigations could be cited illustrative

of reading aptitudes and variability. In the present

study similar analysis of test results showed the reading

aptitudes at the College.

Description of the test. For survey purposes the Allen

Reading Test, new edition, advanced level, was selected.

This is one of the most widely used tests of reading ability.

The high reliability coefficient was obtained by the odd-even

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Journal of Higher Education, 1934, 5: 1-10.  
Journal of Higher Education, 1934, 5: 1-10.  
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ponent skills this instrument measures desirable abilities and identifies important weaknesses. Major aspects of silent reading abilities are considered in the following phases.

1. Rate of reading at a controlled comprehension level. After reading two selections, science and social science material, comprehension is indicated by correct responses to a series of questions.

2. Comprehension is one of several types comparable to that required in study activities. (a) General comprehension is measured in the first test as indicated. (b) Directed reading purposes to measure "students' ability to comprehend general and specific situations expressed in the content without unduly stressing the memory."<sup>14</sup> This involves selection and skimming of material. (c) Poetry comprehension is noted by a series of questions based on a poem. This subtest, however, is not as reliable as the others. (d) Vocabulary is one basic phase of reading. There is an attempt to catalogue important concepts, not mere listings, of terms relative to significant words in the following: social science, science, mathematics, and English. (e) Sentence meaning consists of true and false statements which must be comprehended as a whole. To avoid vocabulary difficulty levels are checked by Horn's and Thorndike's lists. (f) Paragraph comprehension considers the ability to select the central topic and to identify the essential meaning of each. This

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<sup>14</sup> H. A. Greene, A. N. Jorgensen and V. H. Kelley, Iowa Silent Reading Tests, New Edition, Advanced Test: Manual, p. 1



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phase is of particular importance in study habits.

3. Location of information is relative to silent reading skills. Here phases of ability to use an index and to select key words are measured.

Presentation and analysis of data. The Iowa Silent Reading Test given to one hundred selected students representative of the College's total enrollment pictures the range of student reading abilities. These ranges are expressed in standard scores, percentile norms and tentative grade equivalents. The raw scores were converted to standard scores by means of the author's norms; these enable comparison of sub-tests. Percentiles are on the basis of beginning-of-the-year norms for college freshmen only. Discussion of upperclassmen, therefore, must be in terms of freshmen rankings and naturally would be higher. Grade equivalents are based upon median standard scores ranging from the first percentile to the 50th percentile for college women. The grade equivalents extend from 7.0 to 15.5 grade level of reading ability.

Comparison of the sub-tests or phases of reading ability are listed in Table XV for each class. The average standard scores and percentiles indicate evidence of deficiency. The ranges are of value for showing extremes and general scattering of scores. Repetition of each average is needless here. Nevertheless, certain comparisons should be noted. The lowest ranking is for freshmen in comprehension; the class average is in

class is of particular importance in early months.

3. Location of information is relative to different tests.

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select key words are mentioned.

Prescription and analysis of data. The Iowa Silent Reading

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of the College's total enrollment gives the range of student

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raw scores were converted to standard scores by means of the

normal curve; these enable comparison of sub-tests. Percentiles

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from the first percentile to the 50th percentile for college

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level of reading ability.

Comparison of the sub-tests or phases of reading ability

are listed in Table IV for each class. The average standard

score and percentile indicate evidence of deficiency. The

range and of values for showing extremes and general standing

of scores. Repetition of each average is needless here, never-

theless, certain comparisons should be noted. The lowest rank-

ing is for freshmen in composition; the other classes in in-



the 24th percentile. Both freshmen and sophomores are in the lower third in comprehension-rate while juniors and seniors are not quite average. Rank in rate-comprehension is one basis by which students are selected for remedial instruction; accordingly the lower fourth of all classes might profit by such training.

In all classes directed reading is the same with a percentile of 31. This might indicate plateaus in certain skills but the ranges vary from 0 to 112 in standard scores. Contrary to general trends poetry comprehension is worst among seniors; their average is lower than that of average standardized freshmen scores. The other classes do not have appreciably superior scores than the seniors.

Vocabulary knowledge is a fundamental phase of reading ability. The juniors in the 79th percentile have the highest percentile average; all other classes have average vocabulary skills. There is occasion for improvement, however.

Paragraph and sentence meaning have comparable ratings. Half of the freshmen class average in the 35th percentile while juniors and seniors are slightly above average (for freshmen ranks). Interpretation by the standard scores shows there is greater difficulty in understanding paragraph development than in grasping the central idea. These skills are closely related to essential study-habits.

The location of information by the use of the index or by key words is not a serious difficulty for this group of students;

the 25th percentile. Both freshmen and sophomores are in the lower third in comprehension-rate while juniors and seniors are not quite average. Rank in race-comprehension is one basis by which students are selected for remedial instruction; accordingly, if the lower fourth of all classes might profit by such training. In all classes directed reading is the same with a percentile of 25. This might indicate classes in certain skills but the ranges vary from 9 to 113 in standard scores. Contrary to general trends poetry comprehension is worst among seniors; their average is lower than that of average standardized freshmen scores. The other classes do not have appreciably superior scores than the seniors.

Vocabulary knowledge is a fundamental phase of reading ability. The juniors in the 75th percentile have the highest percentile average; all other classes have average vocabulary skills. There is occasion for improvement, however.

Paragraph and sentence meaning have comparable ratings. Half of the freshmen class average in the 25th percentile while juniors and seniors are slightly above average (for freshmen ranks). Interpretation by the standard scores shows there is greater difficulty in understanding paragraph development than in grasping the central idea. These skills are closely related to essential study-habits.

The location of information by the use of the index or by key words is not a serious difficulty for this group of students.



TABLE XV  
SUB-TESTS CLASS AVERAGES  
(Iowa Silent Reading Test, Bm)

Sub-tests	Freshmen-40		Sophomores-20		Juniors-20		Seniors-20	
	%ile	* Av. Range*	%ile	* Av. Range*	%ile	* Av. Range*	%ile	* Av. Range
1 Rate-comprehension . . . . .	29	80	31	82	41	86	41	86
rate . . . . .	39	80	30	78	51	86	51	86
		54-110		54-109		62-104		60-109
2 Directed reading . . . . .	31	78	31	78	31	78	31	78
		51-112		51-112		0-104		55-104
3 Poetry comprehension . . . . .	30	83	39	86	39	86	25	80
		0-114		0-110		65-123		55-114
4 Word meaning . . . . .	48	93	45	92	79	106	48	93
		70-129		67-113		80-122		74-122
5 Sentence meaning . . . . .	35	83	40	85	61	93	55	91
		61-118		59-114		66-105		70-114
6 Paragraph comprehension . . . . .	35	85	55	93	55	93	60	95
central idea . . . . .	94	72-111	94	79-111	94	79-111	102	56-111
development . . . . .	77	57-98	82	37-105	93	66-111	88	52-105
7 Location of information . . . . .	45	86	50	88	59	90	50	88
use of index . . . . .	84	52-112	84	52-112	84	0-116	84	62-107
selection of key words . . . . .	89	0-112	93	0-112	96	72-112	93	66-112
Averages of sub-tests	84	67-97	85	68-100	90	67-108	88	72-107
Grade equivalents . . . . .	12.9		13.3		15.5		14.8	

\* Percentiles for college freshmen norms \* Standard scores (averages, range)





their percentile ranks are average. A number of zeros on the sub-tests ranges should not be overlooked. These indicate serious difficulty on the part of some students or inability to grasp directions.

Class average standard scores (all sub-tests) are important for comparison with average grade norms. These are only indicative. The junior class averages are comparable to grade norms of other college juniors. Each of the other classes are retarded a year or more. The sub-tests and total average thus indicate reading disability.

Percentile norms averaging achievement on the sub-tests makes possible comparison with standardized population. The norms quoted are for college freshmen at the beginning of the year.<sup>15</sup>

In Figure I are graphs of the percentile frequencies for each class and in Figure II for the entire group tested. These graphs give a picture of the distribution of ability. The quartiles ( $Q_1$ ,  $Q_2$ , and  $Q_3$ ) measure the density with which frequencies are clustered. The senior percentile range of 12 to 89, Figure I-A, indicates some poor readers whose potential ability must have been handicapped by reading difficulty. The lowest fourth are from the 10th and 23rd percentiles while the quartile range or one-half of the students are between the 23rd

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<sup>15</sup> H. A. Greene, et al., Ibid., p. 9





and 60th percentiles. These percentiles are in terms of freshmen norms, therefore, ranges should be higher.

The juniors, Figure I-B, picture a more normal range with 47 as the median. The lowest quartile includes 10 to 30 percentiles while the highest fourth is 66 to 90 percentiles.

The sophomores' lowest fourth is below that of the freshmen with ranks from 8 to 17 percentile in Figure I-C. The upper quartile is lower than that of the juniors; the average of 37 should also be noted.

Reading abilities for the freshmen are definitely inferior--22 percentile points below average for standardized norms. One-fourth of these freshmen rank between the 7 and 19 percentile ranks. The quartile range is from 19 to 53 percentiles, all of which indicates a reading deficiency. In other words, three-fourths of these students are below the average of a standardized population. Nevertheless, it must be understood that in an average, half are normally below the mean.

Total ranges for the group of one-hundred students are graphed in Figure II. The Reading difficulty in the lowest quartile is evident with a range from 7 to 21 percentiles. The upper fourth, however, have ranks from 60 to 90. The average for the group is almost normal since it is 48. Using grade equivalents the average is 14.8--between sophomore and junior reading ability. But reading abilities of 25 per cent of the group is on the level of 8.5 and 10.6 graders. This is a

and 80th percentiles. These percentiles are in terms of fresh-  
men norms, therefore, ranges should be higher.  
The juniors, Figure 1-B, indicate a more normal range with  
47 as the median. The lowest quartile indicates 10 to 20 percent-  
iles while the highest fourth is 80 to 90 percentiles.  
The sophomores' lowest fourth is below that of the fresh-  
men with ranks from 8 to 14 percentiles in Figure 1-C. The me-  
dian quartile is lower than that of the freshmen; the average of  
27 should also be noted.  
Reading abilities for the freshmen are slightly in-  
ferior--82 percentile points below average for standardized  
norms. One-fourth of these freshmen rank between the 7 and 19  
percentile ranks. The quartile range is from 10 to 20 percent-  
iles, all of which indicates a reading deficiency. In other  
words, three-fourths of these freshmen are below the average  
of a standardized population. Nevertheless, it must be under-  
stood that in an average, half are normally below the mean.  
Total ranges for the group of one-hundred students are  
stated in Figure 11. The reading difficulty in the lowest  
quartile is evident with a range from 7 to 21 percentiles. The  
upper fourth, however, have ranks from 80 to 90. The average  
for the group is almost normal since it is 45. Using grade  
equivalents the average is 14.8--between sophomore and junior  
reading ability. But reading abilities of 25 per cent of the  
group is on the level of 8.5 and 10.4 grades. This is a



FIGURE I  
CLASS PERCENTILE FREQUENCIES ON  
THE IOWA SILENT READING TEST

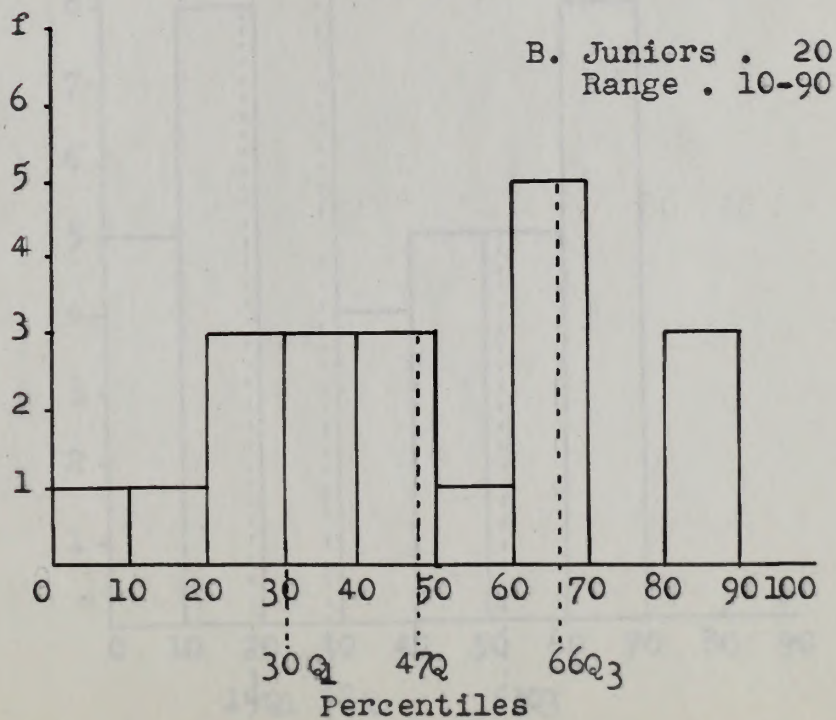
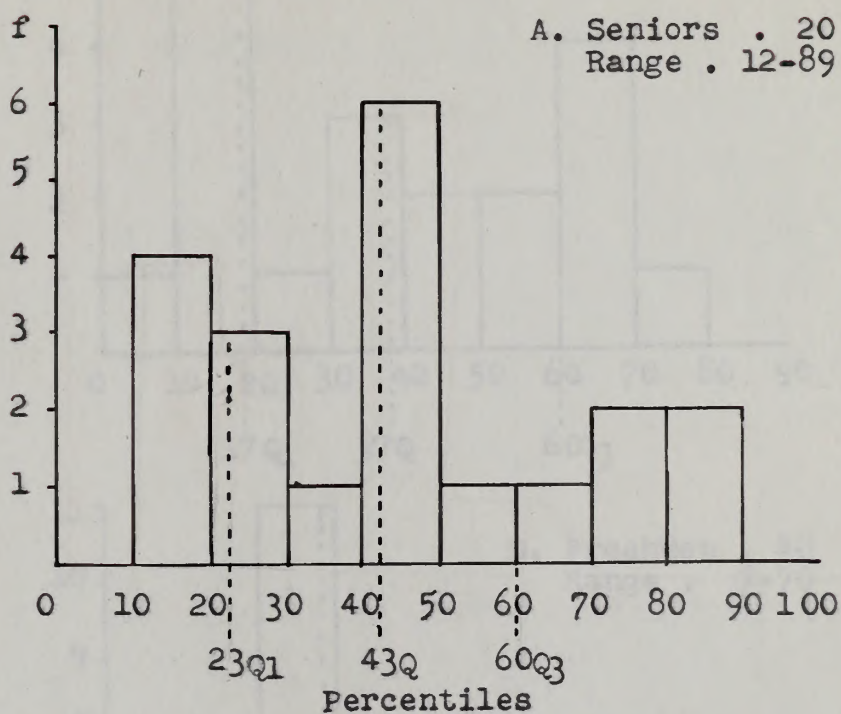
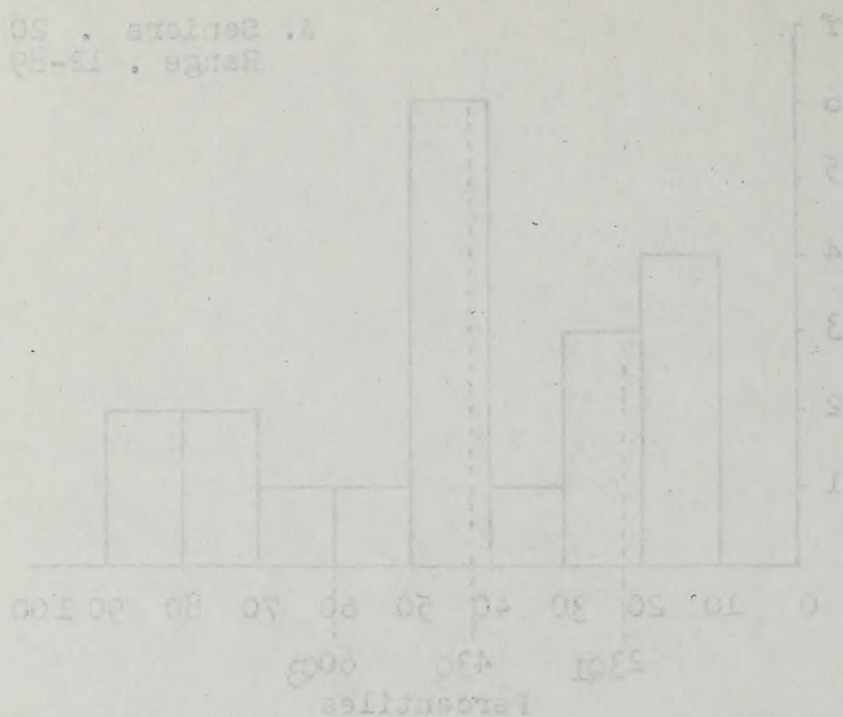


FIGURE 1  
CLASS PERCENTAGE DISTRIBUTION ON  
THE LOWA SILVER READING TEST

A. Seniors . 50  
Range . 12-89



B. Juniors . 50  
Range . 10-90

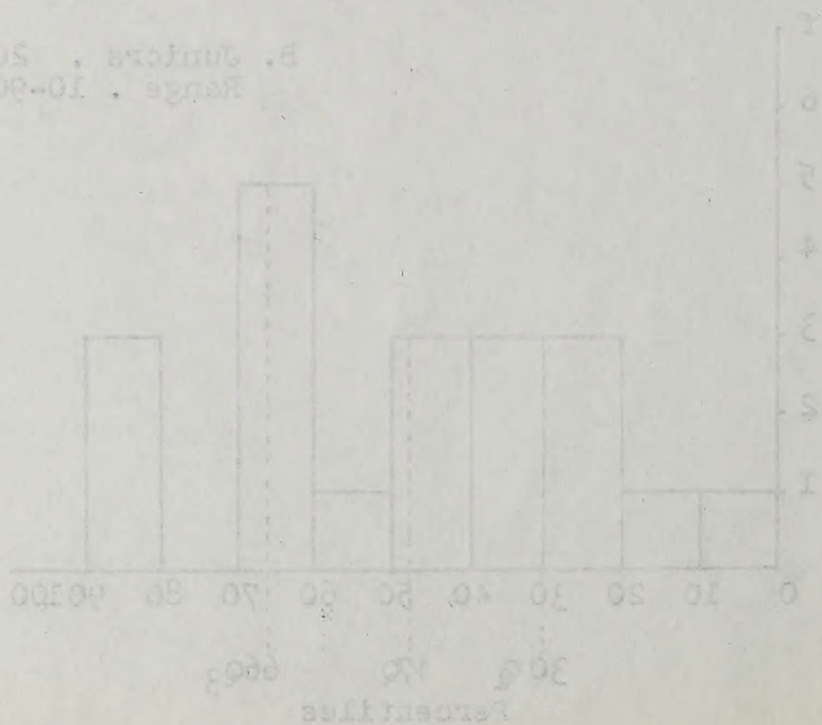
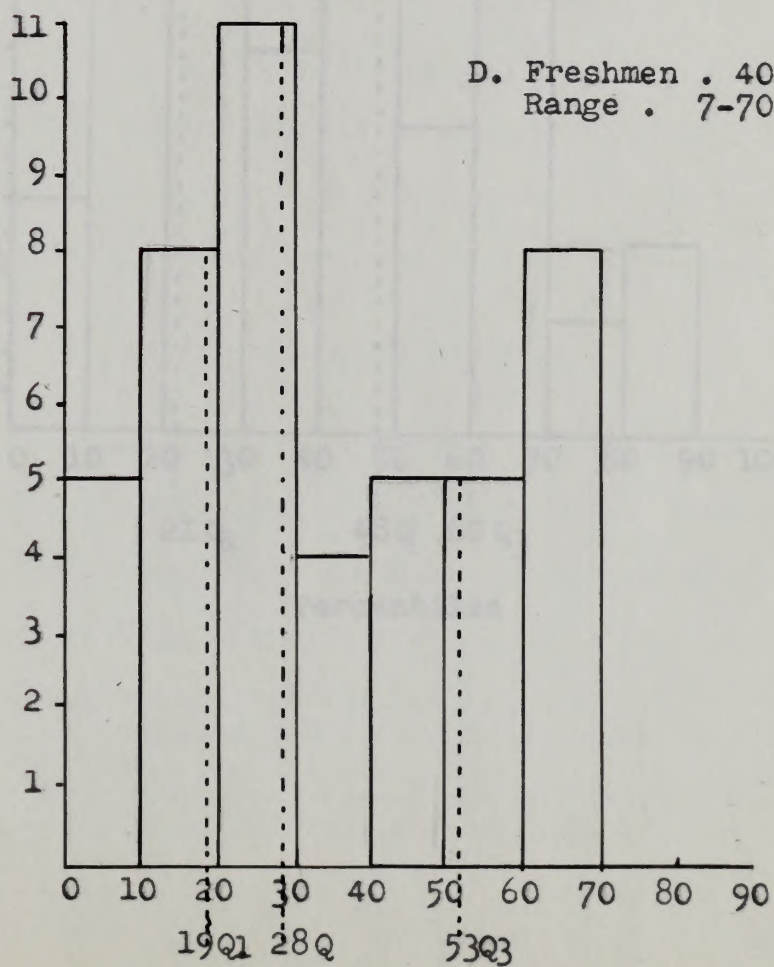
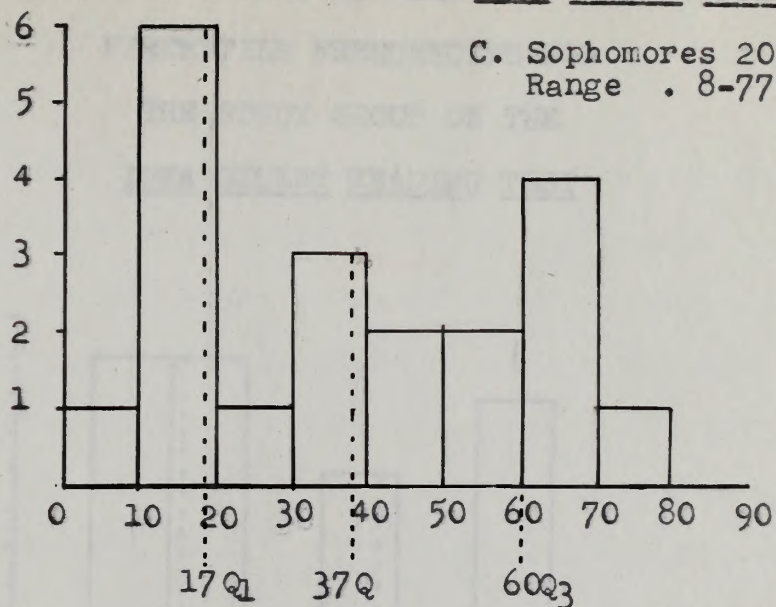




TABLE I (continued)  
 CLASS PERCENTILE FREQUENCIES ON THE IOWA SILENT READING TEST



CLASS FAVORABLE RESPONSES ON THE SILENT HEARING TEST

TABLE I (continued)

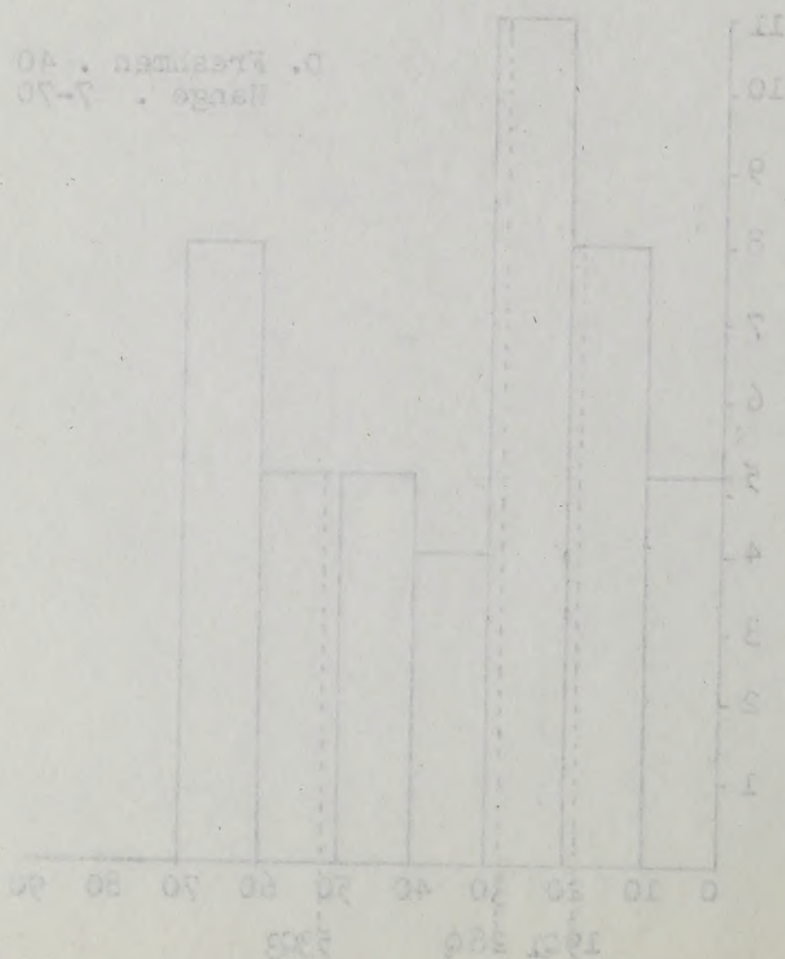
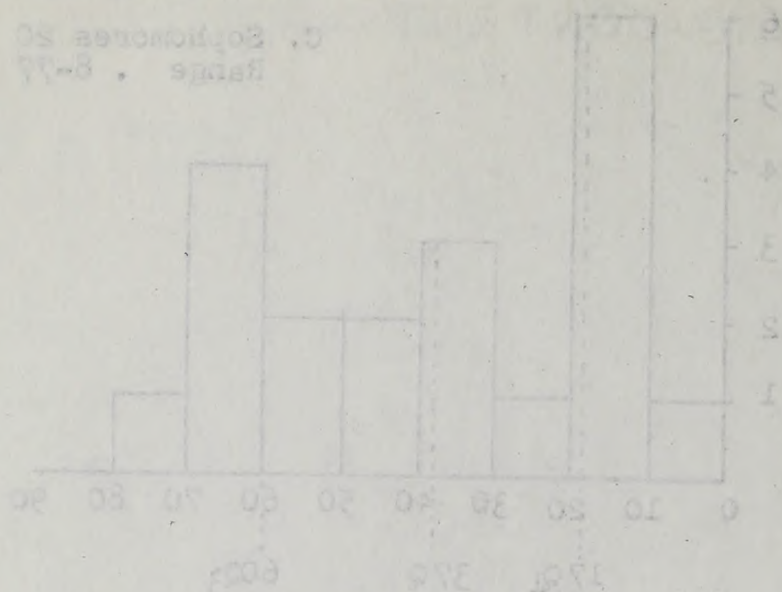
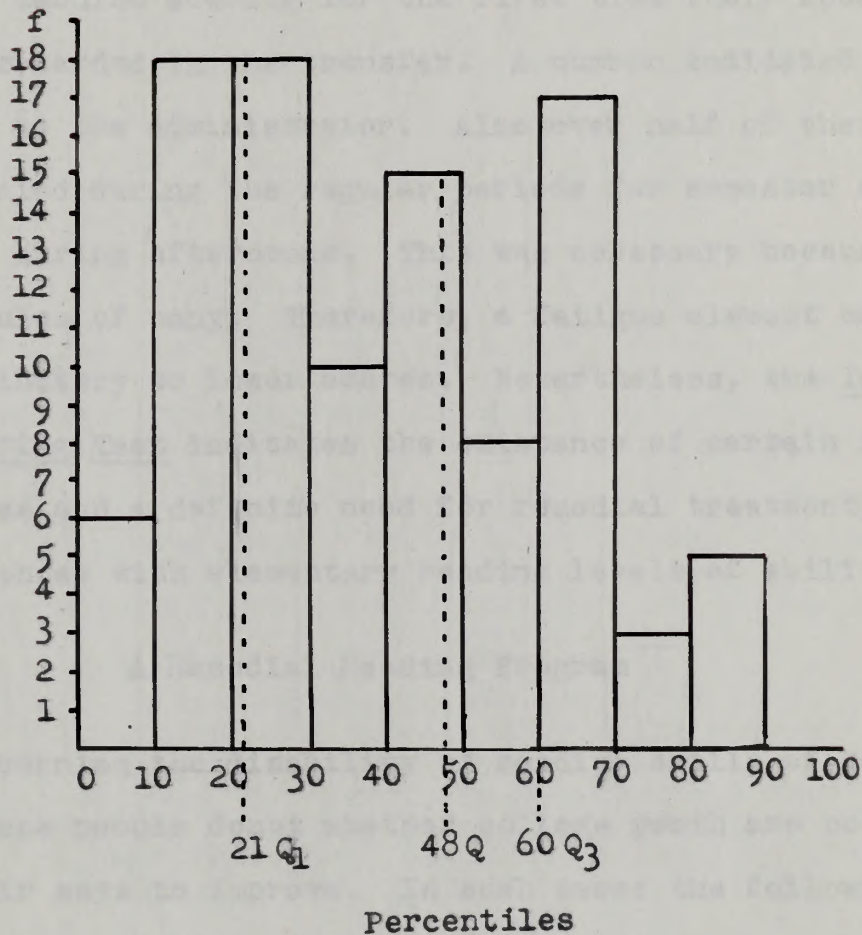




FIGURE II  
PERCENTILE FREQUENCIES FOR  
THE STUDY GROUP ON THE  
IOWA SILENT READING TEST







serious handicap and creates problems in study and general school adjustment. Certainly these students would profit by remedial help.

It may be noted that all of these scores are relatively low. Since the majority of the students were using answer sheets for machine scoring for the first time their speed may have been retarded in the transfer. A number indicated this impression to the administrator. Also over half of these tests were scheduled during the regular periods for semester examinations and during afternoons. This was necessary because of work schedules of many. Therefore, a fatigue element may have been contributory to lower scores. Nevertheless, the Iowa Silent Reading Test indicates the existance of certain reading difficulties and a definite need for remedial treatment, especially for those with elementary reading levels of ability.

#### A Remedial Reading Program

Concerning the disability of reading skills of college students some people doubt whether college youth are not too set in their ways to improve. In such cases the following administrative practices may exist:

1. They may be allowed to continue until they themselves become aware of their inability to survive.
2. They may be dropped from the university when their deficiencies are discovered.<sup>16</sup>

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<sup>16</sup> A. C. Eurich, The Reading Abilities of College Students. p. 14





As Colleges become aware of the reading problem they are doing something about it indicative of the effectiveness of remedial treatment.

Several investigators have pointed out that the reading ability of a considerable number of college students as regrettably inadequate (and have) demonstrated that systematically planned remedial instruction will yield remarkably beneficial results. ... Opportunities for college students to improve their reading ability are regrettably meager.<sup>17</sup>

Experimental work at Smith College resulted in positive remedial results.

The majority of the students as a result of this study were aware for the first time that they could improve; they became keenly interested and used many devices when they knew improvement was possible. They enjoyed watching their rate of progress and the sense of achievement encouraged further effort.<sup>18</sup>

Robinson questioned, "Can college freshmen in the lowest tenth in reading be aided scholastically?" He concluded that:

Students in the lowest tenth in reading without training in college do not succeed in college, for most of them are eliminated and the others continue as very poor students. On the other hand, the results from clinical training indicate that many of these can be aided scholastically to such an extent that many of them will be scholastically 'saved.'<sup>19</sup>

These few examples indicate the possibility of improve-

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<sup>17</sup> Walter F. Dearborn and S. Vincent Wilking, "Improving the Reading of College Freshmen." School Review, XLIX (November, 1941) 668-78

<sup>18</sup> M. B. Blake and W. F. Dearborn, "The Improvement of Reading Habits." Journal of Higher Education, VI (February, 1935) 83-88

<sup>19</sup> F. P. Robinson, "Can College Freshmen in the Lowest Tenth in Reading be Aided Scholastically?" School and Society, XXXIV (December, 19, 1931) 843-46



As College becomes aware of the reading problem they are  
going something about it in the line of the effectiveness of  
various treatment.

Several investigators have pointed out that the  
reading ability of a considerable number of col-  
lege students is not really improved (and have)  
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instruction will yield remarkably beneficial re-  
sults. ... Opponents of college students to  
improve their reading ability are respectfully  
replied.

Experimental work at Eastern College resulted in positive  
remedial results.

The majority of the students at a result of this  
study were aware for the first time that they  
could improve; they became keenly interested and  
used many devices when they knew improvement was  
possible. They enjoyed reading and rate of  
progress and the general improvement was  
impressive.

Conclusion: "The college program in the lowest  
level in reading is a good one." It is concluded that:

Students in the lowest level in reading without  
training in college do not succeed in college,  
for most of them are eliminated and the others  
continue as very poor students. On the other  
hand, the results from clinical training indi-  
cate that many of these can be aided and that  
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These few examples indicate the possibility of improve-

IV Walter F. Dearborn and S. Vincent Wilkins, "Improving  
the Reading of College Freshmen," School Review, LXIX (Novem-  
ber, 1959) 685-78.  
15 E. B. Blake and W. F. Dearborn, "The Improvement of  
Reading Habits," Journal of Higher Education, VI (February,  
1935) 65-69.  
16 W. F. Dearborn, "The College Freshman in the Lowest  
Level in Reading as Aided School," School and Society,  
XXXIV (October, 19, 1951) 845-46.



ment on college levels. Attention then should be placed upon means of improvement. Various types of remedial programs have been conducted.

At the University of Iowa Parr's program consisted of remedial drill in silent reading and instruction in how to study for fifteen two-hour meetings. There was twice as much improvement in the experimental group over that of the control group. Also the grade averages of students trained was raised; in two-thirds of the cases maintained during the following semester,<sup>20</sup>

Luella Cole Pressey at Ohio State University conducted remedial courses for 422 freshmen who scored in the lowest fourth in reading ability. In lectures special attention was given to eye-movements, to reading paragraphs and phrases. Her manual of reading exercises was used for additional information and practice. Frequent tests measured progress. There were real gains in reading ability and academic work among half of those enrolled in these lecture-practice courses.<sup>21</sup>

Experimental individual remedial instruction was used by Robinson in the clinical method with a group of 42 freshmen in the lowest tenth in comprehension on the Iowa Silent Reading Test. Individual difficulties were analyzed carefully. Better methods of handling books, reading for general ideas, reading to

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<sup>20</sup> Frank W. Parr, "Teaching College Students How to Read." Journal of Higher Education, II (June, 1931) 324-340

<sup>21</sup> L.C. Pressey and S. L. Pressey, "Training College Freshmen to Read." Journal of Educational Research, XI (March, 1930) 203-11







answer questions, skimming and rate were taught. Clinical and practice work continued for eight weeks. Marked improvement in both reading and school success was definite as compared with the control group--freshmen from the previous year paired in reading intelligence.<sup>22</sup>

Blake and Dearborn grouped 104 freshmen for remedial programs: special help in study technique; summer plan of study; literature on improvement of reading, and Pressey's Manual of Reading Exercises. The latter considered the mechanical aspects of reading as selecting the main idea in long assignments and in the reading of graphs. Here students became more self-dependent in their own re-education.<sup>23</sup>

Research on specific drill exercises was conducted by Eurich. Four experiments were set up with groups paired by sex and ability. The first group was drilled in vocabulary, in paragraph reading and in study exercises. The other three followed similar procedures but with only one type of training exercises; e.g., vocabulary drill. These produced significant gains. Eurich concluded that since drill produces specific gain in drilled material only, college students should be taught the specific terminology used in each field studied.<sup>24</sup>

Another group treatment method was conducted at Harvard University for a three year period. Wilking believed that 90 per

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<sup>22</sup> F. P. Robinson, op. cit.,

<sup>23</sup> M. B. Blake and W. F. Dearborn, "The Improvement of Reading Habits." Journal of Higher Education, VI (February, 1935) 83-88

<sup>24</sup> Alvin C. Eurich, The Reading Abilities of College Students.



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82 F. P. Robinson, op. cit.  
 83 M. B. Blake and F. Dearborn, "The Improvement of Reading Habits," Journal of Higher Education, VI (February, 1935) 82-83.  
 84 Alvin C. Knitch, The Reading Habits of College Students.



cent of reading disability followed a stereotyped pattern: low speed, comprehension spotty and inadequate, inability to see materials' organization, deficient vocabulary, inability for critical or associational reading. Five experiments were conducted with paired groups from the lowest ten percentile rank in reading but who were in the 90 percentile in intelligence. With these film-reading helped increase speed. In Wilking's College Corrective Reading Manual skills were emphasized with particular reference to actual study activities. Therefore, typical primary sources, not "sugar coated pills", were used. Activities included: picking best printed summary of a section and analysis of the faulty ones, selection and classification of details and main ideas, listing of details and ideas. The organizational phase was predominate with reference to comprehension. Final results of the experiment showed gains over those of the control group.<sup>25, 26</sup>

The foregoing review pictures the variability of remedial programs. The ranges of practices are indicated by Ruth Strang:

1. No program--occasionally a student is helped by some interested instructor.
2. Casual decentralized program--One test is administered and incidental attention is given to reading in connection with regular classes and by individual instructors.
3. Systematic decentralized program--Throughout the insitution work on the problem of reading is carried on in all classes--work on word

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<sup>25</sup> Stephen Vincent Wilking, "Improvement of Reading Avility in College." Education XLII (September, 1941) 27-31

<sup>26</sup> S. V. Wilking, College Corrective Manual, p. v

cent of reading disability followed a stereotyped pattern: low  
 speed, comprehension ability and inadequate, inability to use  
 materials, organization, deficient vocabulary, inability to  
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 particular reference to actual study activities. Phonics,  
 typical primary sentence, not "copy-reading skills" were used.  
 activities included: giving best of each summary of a section  
 and analysis of the faulty ones, selection and classification  
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 organizational phase was subordinate with reference to concrete  
 material. Final results of the experiment showed gains over the  
 of the control group, 25, 25

The foregoing review shows the variability of remedial  
 programs. The ranges of methods are indicated by this study

1. No program--occasionally a student is helped  
 by some individual instructor.
2. General remedial program--one that is ad-  
 ministered and individual attention is given  
 to reading in connection with regular classes  
 and by individual instructors.
3. Systematic remedial program--throughout  
 the individual work on the program of reading  
 is carried on in all classes--work on word



histories, and on idiomatic groupings of words, help in enunciation and other aspects of oral speech is given in English and speech courses; study of and practice in reading abilities are provided in psychology classes and courses in education; and attention to other reading skills is given in the courses in which they are especially needed.

4. Semi-centralized--Specific units in the improvement of reading are given in orientation courses, 'How to Study' classes, other regularly scheduled courses.
5. Centralized programs--Work in reading is concentrated in special remedial classes, remedial laboratories, and reading clinics.<sup>27</sup>

Attention to reading in all courses supplemented by specialized services is highly desirable. Robinson states that all readers can gain from training but if remedial facilities are limited it is more valuable to aid those students who will benefit most as determined by intelligence and cooperation. Pressey finds that students below the 25 percentile in intelligence gain little.<sup>28</sup> Thus, students of potential scholastic ability are handicapped by reading disability. Although clinical methods may have advantages superior students receive material gains from the classroom technique.

Summary. The reading problem of college students in general is being recognized by educators and remedial methods are being developed. At Eastern Nazarene College reading disability is prominent among one-fourth of the study group; their reading levels are equivalent to those of junior high school

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<sup>27</sup> Luella Cole Pressey, Some College Students and Their Problems, p. 5

historical, and on historical grounds of words;  
this is translation and other means of oral  
speech is given in English and Spanish courses;  
study of and practice in reading English and  
Spanish is given in Spanish classes and courses in  
education; and attention to other reading skills  
is given in the courses in which they are es-  
pecially needed.

4. Self-control--Self-control is the improve-  
ment of reading and gives an individual course,  
'How to Read' classes, other regularly scheduled  
courses.
5. Generalized programs--Work in reading is common-  
ly used in general remedial classes, remedial  
laboratory, and reading clinics.

Attention to reading in all courses suggested by

specialized activities is highly desirable. Research shows that  
all teachers can gain from training but it is essential that  
the limited it is more valuable to aid those students who will  
benefit most as determined by intelligence and cooperation.  
Research finds that students below the 85 percentile in reading  
gain little. Thus, students of potential scholastic  
ability are distinguished by reading disability. Although clinical  
and methods may have advantages suggest students receive train-  
ing from the clinical method.

Summary. The reading problem of college students is  
general in nature recognized by educators and remedial methods  
are being developed. At present University College reading dis-  
ability is prominent among one-fourth of the study groups; their  
reading levels are equivalent to those of Junior High school



students. All but the juniors are retarded a year or more in reading level. Comprehension skills are especially deficient. Reviews of experimental practices indicate that college students may improve reading abilities. Personal as well as scholastic adjustments are consequently benefited by improved reading. In this area of adjustment personnel services may assist in location of those deficient and help them by extension of activities for remedial training.

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in reading level. Comprehensive skills are successfully obtained.  
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may improve reading abilities. Personal as well as academic  
adjustments are consequently benefited by improved reading.  
In this case of adjustment personal progress may result in  
location of these deficits and help them by extension of  
self-help for remedial training.



## CHAPTER VI

### STUDY HABITS

Importance of study habits. Another aspect of student adjustment included in this survey is study habits. These are closely related to reading as a basic factor in the adjustment of students to college work. In fact, Wilking believes that study habits and reading are synonymous.<sup>1</sup> Werner defines these study habits as "self-directed conscious learning" in which there is mental activity intensified by purpose and concentration that changes or develops individuals.<sup>2</sup> Obviously the student is supposed to be a person who studies. Pressey states, however, that:

His efficiency as a student determines in large measure the extent to which he profits by his college courses; gross incapacity in study appears to be the greatest single cause of elimination from college. It is thus both natural and logical to begin a discussion of student difficulties by a consideration of problems of study.<sup>3</sup>

Motivated largely by appalling "student mortality" there has been a large amount of literature on the subject of student guidance and research in study methods and related factors conditioning academic success or failure.

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<sup>1</sup> S. W. Wilking, College corrective Reading Manual, p. v

<sup>2</sup> Oscar Hilmuth Werner, Every College Students Problems, p. 88

<sup>3</sup> Luella Cole Pressey, Some College Students and their Problems. p. 4

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Motivated largely by regarding "student mentality" there has been a large amount of literature on the subject of student guidance and research in study methods and related factors contributing academic success or failure.

1 G. W. Wilkins, College corrective Reading Manual, p. 7

2 Oscar Hiltner, Why College Students Fail, p. 1

3 E. B. & Lucile Cole Pressley, Some College Students and Their Problems, p. 4



Indicative of the need are teachers' complaints that students have immature study habits, and do not learn to concentrate. Freshmen placed on their own initiative realize a deficiency in their study habits. Often too much time is spent in study with too little results. Inefficient study habits are evident in the observations of one-hundred practice teachers in a college library accomodating five-hundred students. During a ten-minute period students' concentration and distractions were noted. Major causes, predominately among the girls, were talking, aimlessly looking around, personal attraction for someone else, daydreaming, outside reading, letter writing and attention to appearance. No full time concentration was recorded among the one-hundred students observed. Only one-eighth concentrated nine out of ten minutes.<sup>4</sup> A survey at Indiana State University indicated that freshmen wasted on the average about four hours each day while upperclassmen more than two hours daily.<sup>5</sup>

Other studies consider the study methods used by students special methods used in dealing with various types of subject matter, background preparation and comparisons of the work procedures of good and bad students. These have been primarily concerned with the techniques of study.

Carl W. Reeder's study of these techniques at Ohio State University concludes that the exact pattern of successful study

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<sup>4</sup> D. C. Troth, "A Ten-minute Observation in the Library." School and Society, XXIX (March, 1929) 336-8

<sup>5</sup> W. F. Book, Learning how to Study and Work Effectively. p. 33

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has not been clearly defined. Using the Wrenn Study-Habits Inventory he inferred that, "A study habit that means success to one is evidently a means of failure to another."<sup>6</sup> Nevertheless he used the Inventory as a basis for conferences concerning study difficulties. As a result there was some evidence that failure lessened.

Further comparison of students indicates that a good method clumsily or indifferently used may not insure success.

On the surface two students may appear to be using the same method, but in reality the two methods may be different.<sup>7</sup>

In other words, students acquire study habits through trial-and-error experience as they learn information and other skills.

But just as we do not expect a prospective physician or lawyer to learn and acquire skill by sheer experience and trial and error, no more should pupils be expected to learn unaided how to make and utilize specific plans for work, how to make an effective analysis of their tasks, to find precise and best methods of work.

That students might be directed in the acquisition of effective study techniques, diagnosis or preliminary testing and observation is necessary to discover deficiencies. In this study diagnosis of students' difficulties is introduced by means of the Wrenn Study-Habits Inventory.

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<sup>6</sup> Carl W. Reeder, "Study Habits," School and Society, XLII (September, 21, 1935) 413-415

<sup>7</sup> Maxie Nave Woodring and Cicle White Flemming, Directing Study of High School Pupils. p. 50

<sup>8</sup> Ibid., p. 15

has not been clearly defined. Under the term Study-Habits Inventory he intended that "A study habit that means success to one is obviously a means of failure to another." Therefore, he used the Inventory as a basis for comparisons concerning study difficulties. As a result there was some evidence that results obtained.

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Carl A. Kessler, "Study-Habits," School and Society, XII (September, 21, 1923) 414-415.  
 I. M. K. Hays, "Working and Class," The American, Chicago, Jan. 20, 1910, p. 20.  
 Study-Habits, p. 10.



Description of the Inventory. This is a weighted check list of study habits and attitudes on which the student indicates his practice by checking "often," "sometimes", or "regularly."

Many factors contribute to academic achievement as scholastic aptitude, subject matter background, health, motivation, and study habits and attitudes. Attempts have been made to isolate these factors for a consideration of relationship. One factor alone may not be significant cause for disability as in the case of students of superior ability who sometimes fail. In the discussion on reading research disability in reading habits was found to be a causal element of failure rather than intelligence, important though it is. Closely associated with reading are study habits in general; improvement of them may likewise help otherwise scholastically alert students.

This inventory attempts to determine those study habits and attitudes which are contributory to academic achievement. Wrenn cautions, that "not only ability but the way in which this ability is used is an important factor in scholastic achievement."<sup>9</sup> The items were selected on the basis of abilities significantly possessed by students of low and high scholarship. Studies were made at Stanford University and the University of Minnesota. High scholarship and low scholarship

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<sup>9</sup> Gilbert C. Wrenn, Study-Habits Inventory, Manual of Directions. p. 3

University of Minnesota. High achievers and low achievers  
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basic attitudes, subject matter background, health, motivation,  
Many factors contribute to academic achievement in school  
early."



groups were paired in intelligence, sex, length of time in the college, school load and pattern of subjects. Items and weights were selected on the differentiation made in the checking of items by the two groups. A positive score means that the response on that item was given by more high achievement students than by low and vice versa. Since discreteness of the items is not definite the reliability was not determined. Validity is evident in the manner of selection of the criterion groups for making the inventory and in the correlation with grades and findings of the study at Minnesota with Stanford.

#### Survey of Study-Habits

In administration of the instrument to the selected group of College students the general purpose of the Inventory was explained and frankness urged. Many voluntarily expressed to the writer a genuine interest in the results of the Inventory and an appreciation of the careful organization of the items which enabled continuation of personal diagnosis.

The scores on the Inventory are classified into two groups indicative of high and low scholarship, Figure III. Of the total group tested 66 per cent are placed in the high scholarship group. The range of algebraic scores is 142 and 25 in the high scholarship division, also that of the freshmen class. This indicates the extremes of study habits these students believed they possessed. A few may have checked the

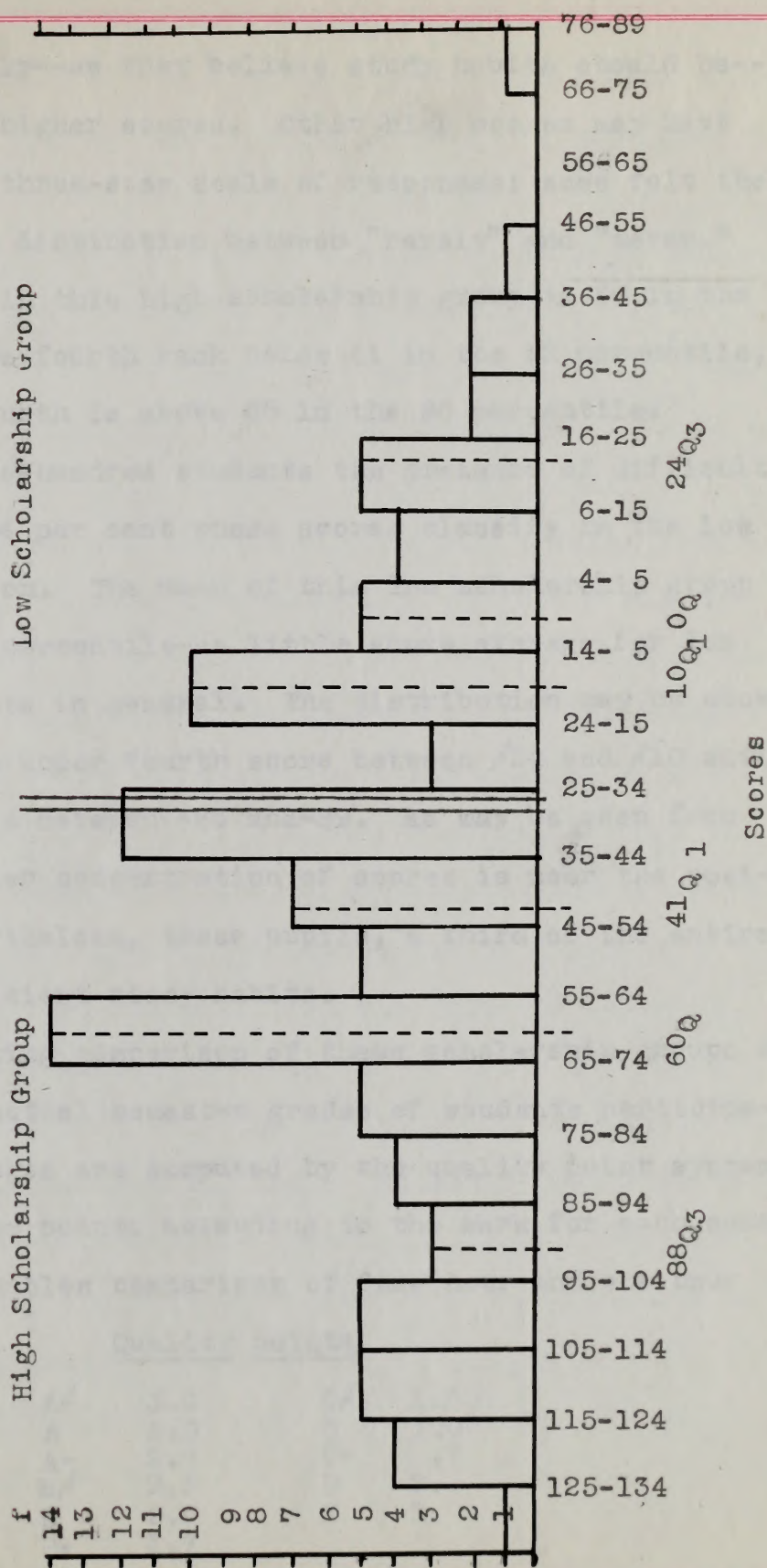
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#### Survey of Study-Habits

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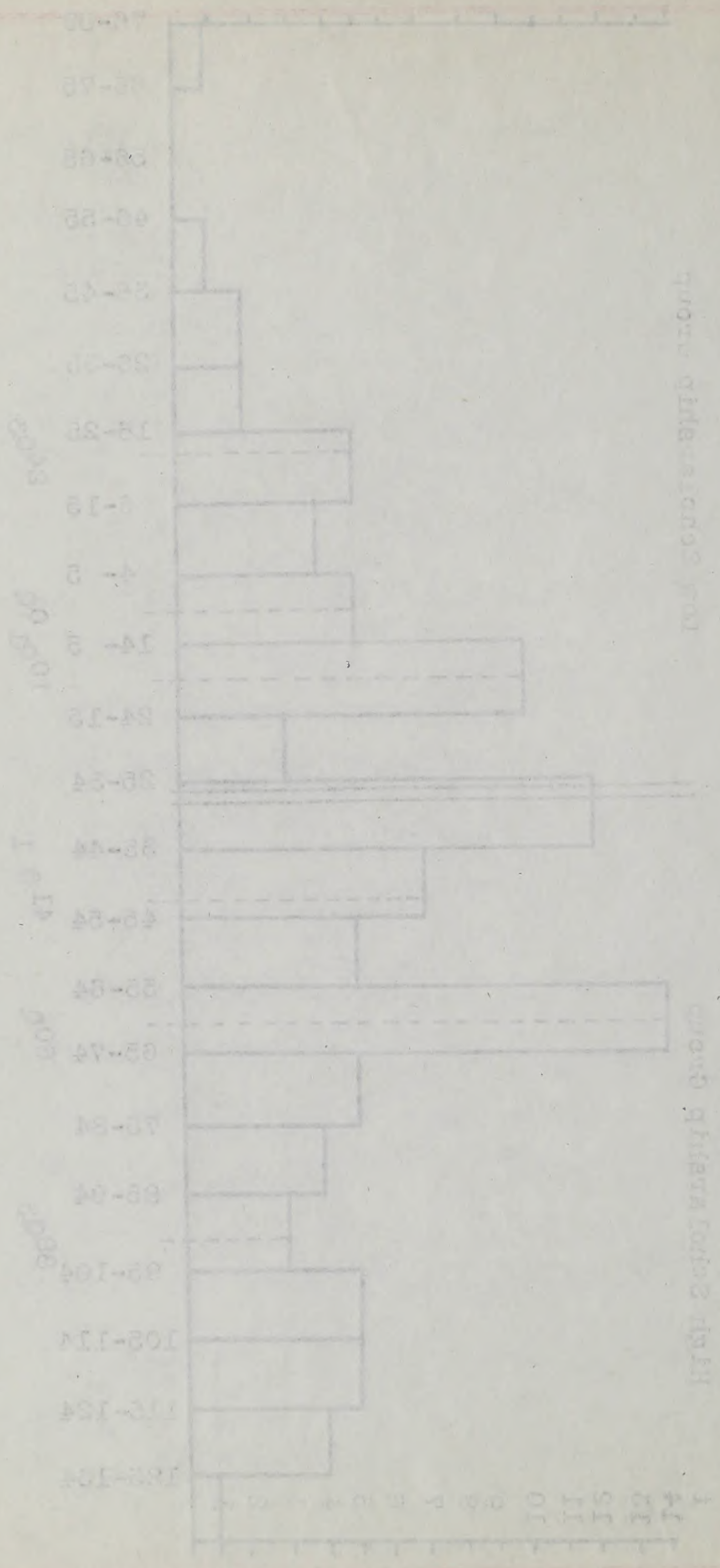
FIGURE III  
 DISTRIBUTION OF SCHOLARSHIP GROUPS  
 ACCORDING TO WRENN'S STUDY-HABITS INVENTORY



# III. ANALYSIS

ANALYSIS OF THE DATA FOR THE YEAR 1960

ANALYSIS OF THE DATA FOR THE YEAR 1960





items idealistically--as they believe study habits should be-- and thus obtained higher scores. Other high scores may have resulted from the three-step scale of responses; some felt there should have been a distinction between "rarely" and "never." The average score in this high scholarship group is 60 in the 68 percentile. One-fourth rank below 41 in the 43 percentile, while the upper fourth is above 88 in the 90 percentile.

Of these one-hundred students the presence of difficulty is recognized by 34 per cent whose scores classify in the low scholarship division. The mean of this low scholarship group is zero in the 60 percentile--a little above average for low scholarship students in general. The distribution may be shown by quartiles. The upper fourth score between  $\frac{1}{2}$ 24 and  $\frac{1}{2}$ 10 while the lower fourth is between -24 and -89. As may be seen from Figure III-B greater concentration of scores is near the positive levels, nevertheless, these pupils, a third of the entire group, have inefficient study habits.

An interesting comparison of these scholarship groups may be made with the actual semester grades of students participating. Grade averages are computed by the quality point system which allots states points according to the mark for each semester hour. This enables comparison of four hour and one hour courses.

Quality points

A $\frac{1}{2}$	3.3	C $\frac{1}{2}$	1.3
A	3.0	C	1.0
A-	2.7	C-	.7
B $\frac{1}{2}$	2.3	D	0.
B	2.0	F	-1.
B-	1.7		

items identifiably--as they believe study habits should be--  
 and thus obtained higher scores. Other high scores may have  
 resulted from the three-step scale of responses; some felt there  
 should have been a distinction between "rarely" and "never."  
 The average score in this high scholarship group is 80 in the  
 50 percentile, one-fourth rank below 41 in the 50 percentile,  
 while the next fourth is above 88 in the 50 percentile.  
 Of these one-hundred students the percentage of difficulty  
 is recognized by 54 per cent whose scores classify in the low  
 scholarship division. The mean of this low scholarship group  
 is 70 in the 50 percentile--a little above average for low  
 scholarship students in general. The distinction may be shown  
 by quartiles. The lower fourth score between 74 and 79 while  
 the lower fourth is between 84 and 89. As may be seen from  
 figure III-8 greater concentration of scores is near the post-  
 five levels, nevertheless, these profiles, a kind of the entire  
 group, have indicated study habits.  
 An interesting comparison of these scholarship groups may  
 be made with the actual number of students participating  
 in the various are concerned by the quality point system  
 which assigns stated points according to the mark for each semester  
 for each. This standard comparison of four years and one half

# Quality point

1	2.5	C-	1.5
A	3.0	C	1.0
B+	2.7	C-	.7
B-	2.3	D	.5
B	2.0	F	-1
D-	1.5		



Table XVI shows the high scholarship and low scholarship groups classified by the study habits scores. In the high scholarship group 80 per cent have "A" and "B" averages. The scattergram pictures general correlation of these study habits with high scholarship. The range of scores of students receiving the same mark is noteworthy. It would indicate the importance not only of possessing but also of functioning habits of effective study.

The low scholarship group is definitely tending toward lower achievement. A third of this group have "B" while the remainder average "C" or failure. Nevertheless, in both groups are two failures--two of these were incompletes. Accordingly there is a general correlation between study habits and scholastic achievement. Personal evaluation of good habits does not insure practice nor extent of their application. It is not a security for high achievement but surely may be definitely contributory toward a more satisfactory scholastic adjustment.

In Table XVII scores are analyzed by class groups in "high" and "low" scholarship. The freshmen and sophomores group almost half of their scores in "low scholarship" while the seniors have only two students averaging -8 and -30 scores. The percentiles picture comparison with the standardized group. Therefore the percentile averages in both "high" and "low scholarship" groups for the classes are the same or higher than the norm-average. The range indicates the scattering of scores in com-

Table VII shows the high scholarship and low scholarship

group classified by the study needs scores. In the high scholarship group 80 per cent have "A" and "B" average. The majority showed general correlation of these study habits with high scholarship. The range of scores of study habits and the same with is interesting. It would indicate the importance not only of consistent but also of favorable habits of effective study.

The low scholarship group is definitely tending toward lower achievement. A third of this group have "C" while the remainder average "D" or failure. Nevertheless, in both groups are two failures--two of those were incomplete. Generally, there is a general correlation between study habits and achievement achievement. Personal evaluation of good habits does not insure success nor extent of their application. It is not a necessary for high achievement but surely may be definitely contributory toward a more realistic and realistic adjustment.

In Table VIII scores are analyzed by class groups in "high" and "low" scholarship. The freshmen and sophomore groups almost half of their scores in "low scholarship" while the seniors have only two students averaging 80 and 80 scores. The correlation shows comparison with the standardized group. The correlation is average in both "high" and "low scholarship" groups for the class is the same or better than the normal average. The range of scores is a comparison of scores in normal



TABLE XVI

A COMPARISON OF SCHOLARSHIP WITH  
STUDY-HABITS SCORE

<u>High Scholarship Group (66)</u>											
<u>/Scores</u>	F	D	C-	C	C/	B-	B	B/	A-	A	f.
25- 34				1	1	3	4	3	1		13
35- 44	2				1	1	1	1			6
45- 54					2	2	1	1			6
55- 64			2	1		4	3	5			15
65- 74					1	1	1	2			5
75- 84						1		3	1		5
85- 94							1	2			3
95-104							2	1	1	1	5
105-114				1			1		1	1	4
115-124						1	1				2
125-134							1		1		2
Totals.	2	0	2	3	5	13	16	18	5	2	66

<u>Low Scholarship Group (34)</u>											
<u>-Scores</u>	F	D	C-	C	C/	B-	B	B/	A-	A	f.
76- 85						1					1
66- 75											0
56- 65											0
46- 55	1					1					2
36- 45			1			1					2
26- 35								1			1
16- 25		1		3	1						5
6- 15		1	1	1	1			2			6
/4- -5	1	2		1	1	1					6
/14- /5				1	3	2	1				7
/24- /15			1	1	1		1				4
Totals.	2	4	3	7	7	6	2	3			34





TABLE XVII  
CLASS DISTRIBUTION IN SCHOLARSHIP GROUPS  
(Wrenn Study-Habits Inventory)

Class	Group	Class Percent	Score Average	Average Percentile	Score Range
Freshmen	High	60	55	60	<del>/25-</del> <del>/142</del>
	Low	40	2	63	<del>-43-</del> <del>/24</del>
Sophomores	High	45	63	70	<del>/28-</del> <del>/103</del>
	Low	55	-5	55	<del>/22-</del> <del>-55</del>
Juniors	High	65	54	60	<del>/27-</del> <del>/114</del>
	Low	35	-12	50	<del>/22-</del> <del>-77</del>
Seniors	High	90	56	63	<del>/31-</del> <del>/124</del>
	Low	10	-14	48	<del>/8-</del> <del>-30</del>
Total	High	66	60	60	<del>/25-</del> <del>/142</del>
	Low	34	0	60	<del>/22-</del> <del>-77</del>

parison with the average in each class. In "low scholarship" one of the juniors scored lowest with -77 and a freshmen had the upper level with ~~/24~~. The freshmen also have the greatest range in "high scholarship." Thus these algebraic scores indicate general study habits of the group or determine the standing of one student in terms of study patterns.

Analysis of the separate items and sections reveals contrasts hidden by averages. Table XVIII lists the percentages in each class checking separate items. These responses for each item are listed in columns: "rarely or never," "sometimes," and "often or always." The weighted scores in each case show the relative importance of the item concerning scholarship. Of definite consideration here are the minus scores because these





TABLE XVII-A  
PERCENTAGES IN STUDY GROUP CHECKING SEPARATE ITEMS  
ON THE STUDY-HABITS INVENTORY

Item	Rarely or Never	Some- times	Often or Always
<b>A. READING AND NOTE TAKING TECHNIQUES</b>			
1. I have to re-read material several times--the words do- not have much meaning the first time I go over them. .	24	71*	5*
2. I have trouble picking out the important points in ma- terial read or studied; tend to take down materials which turns out to be unimportant. . . . .	55	35*	10
3. I go back and recite to myself the material studied-- rechecking any points I find doubtful. . . . .	24*	54	22
4. I pronounce the words to myself as I read them. . . . .	61	25	14*
5. I miss important points in the lecture while copying down notes on something which has gone before. . . . .	50	40*	10
Total . . . . .	43	45	12
<b>B. HABITS OF CONCENTRATION</b>			
6. I find it hard to keep my mind on what I am studying-- don't know what I have been reading about when I get through. . . . .	24	67*	9*
7. I have a tendency to "day-dream" when trying to study. . .	25	65*	10*
8. It takes me some time to get settled and "warmed up" to the task of study. . . . .	34	52*	14*
9. I have to wait for "the mood to strike me," or for an "inspiration" before starting a task; I am likely to waste time . . . . .	43	57*	14*
Total . . . . .	31	57	12

\* Indicative of low scholarship





TABLE XVIII-B  
PERCENTAGES IN EACH CLASS CHECKING SEPARATE  
ITEMS ON THE WRENN STUDY-HABITS INVENTORY

Item No.	Rarely or Never						Sometimes						Often or Always							
	*	S	F	So	J	Se	To- tal	*	S	F	So	J	Se	To- tal	*	S	F	So	J	Se
1.		6	25	20	30	35	24	-3	70	80	60	65	71	-7	5	0	10	5		5
2.		9	48	50	65	65	55	-7	40	45	25	35	35	0	12	5	10	0		10
3.		-4	20	20	40	20	24	4	55	50	50	60	54	8	25	30	10	15		22
4.		6	62	65	50	70	61	0	20	10	40	20	25	-7	18	25	10	10		14
5.		10	55	30	70	60	50	-9	38	60	25	40	40	0	7	10	5	5		10
6.		8	20	20	20	30	24	-5	50	75	75	65	67	-7	30	5	5	5		9
7.		5	25	15	30	25	25	-2	45	70	65	70	65	-5	30	15	5	5		10
8.		5	40	25	30	35	34	-1	50	55	55	50	52	-5	10	20	15	15		14
9.		5	50	35	45	50	43	-3	40	50	50	50	43	-2	10	15	5	0		14
10.		5	50	30	15	70	52	-3	30	50	55	15	32	-6	20	20	30	15		16
11.		6	30	15	15	35	26	5	50	30	55	60	49	-11	20	55	30	5		25
12.		9	20	25	20	30	23	0	55	45	70	65	58	-5	25	30	10	5		19
13.		8	38	55	35	80	48	-5	42	40	55	10	38	-8	20	5	10	10		14
14.		5	75	85	65	80	81	-4	33	10	10	15	16	0	2	5	0	5		3
15.		5	45	40	35	70	48	-3	43	55	50	25	44	0	8	5	15	5		8
16.		9	100	100	95	90	97	-7	0	0	5	10	3	-8	0	0	0	0		0
17.		5	88	90	80	85	86	-3	12	10	20	10	13	-5	0	0	0	5		1
18.		8	48	45	55	70	53	-10	48	50	35	30	52	-6	4	5	10	0		5
19.		-13	20	25	0	15	16	0	38	30	50	25	36	7	42	45	50	60		58
20.		6	25	35	45	25	30	-2	55	45	50	65	50	-6	20	20	15	10		20
21.		-4	25	20	15	5	11	-2	30	40	55	30	45	4	45	50	30	65		44
22.		-5	10	5	5	0	5	1	30	20	40	40	30	0	60	75	55	60		65
23.		-6	15	0	10	0	8	0	30	45	40	40	38	3	55	55	50	60		54
24.		5	50	70	65	90	65	-7	42	15	35	10	29	0	8	15	0	0		6
25.		-4	50	20	30	30	36	0	38	75	55	55	52	8	12	5	15	15		12
26.		6	18	30	15	20	19	-5	72	60	80	75	73	0	10	10	5	5		8
27.		7	100	100	100	100	100	-5	0	0	0	0	0	-7	0	0	0	0		0
28.		7	80	95	85	65	81	-6	12	5	15	30	15	-3	8	0	0	5		4

\* Weighted scores

TABLE 1-1  
 RECOMMENDED IN LAMP CLASS OF LIGHTING EQUIPMENT  
 ITEMS ON THE WORK SHEET-REPLY INVENTORY

Item No.	Lamp Class of Light				Lamp Class of Light				Lamp Class of Light			
	1	2	3	4	1	2	3	4	1	2	3	4
1.	1	2	3	4	1	2	3	4	1	2	3	4
2.	1	2	3	4	1	2	3	4	1	2	3	4
3.	1	2	3	4	1	2	3	4	1	2	3	4
4.	1	2	3	4	1	2	3	4	1	2	3	4
5.	1	2	3	4	1	2	3	4	1	2	3	4
6.	1	2	3	4	1	2	3	4	1	2	3	4
7.	1	2	3	4	1	2	3	4	1	2	3	4
8.	1	2	3	4	1	2	3	4	1	2	3	4
9.	1	2	3	4	1	2	3	4	1	2	3	4
10.	1	2	3	4	1	2	3	4	1	2	3	4
11.	1	2	3	4	1	2	3	4	1	2	3	4
12.	1	2	3	4	1	2	3	4	1	2	3	4
13.	1	2	3	4	1	2	3	4	1	2	3	4
14.	1	2	3	4	1	2	3	4	1	2	3	4
15.	1	2	3	4	1	2	3	4	1	2	3	4
16.	1	2	3	4	1	2	3	4	1	2	3	4
17.	1	2	3	4	1	2	3	4	1	2	3	4
18.	1	2	3	4	1	2	3	4	1	2	3	4
19.	1	2	3	4	1	2	3	4	1	2	3	4
20.	1	2	3	4	1	2	3	4	1	2	3	4
21.	1	2	3	4	1	2	3	4	1	2	3	4
22.	1	2	3	4	1	2	3	4	1	2	3	4
23.	1	2	3	4	1	2	3	4	1	2	3	4
24.	1	2	3	4	1	2	3	4	1	2	3	4
25.	1	2	3	4	1	2	3	4	1	2	3	4
26.	1	2	3	4	1	2	3	4	1	2	3	4
27.	1	2	3	4	1	2	3	4	1	2	3	4
28.	1	2	3	4	1	2	3	4	1	2	3	4

\* Required source



responses are more characteristic of low achievement students. This enables comparison of those habits or attitudes of greater concern for remedial treatment.

A. Reading and note-taking techniques. In this division there seems to be general agreement with students' reading habits and their achievement on the Iowa Silent Reading Test.<sup>10</sup> In general, 45 per cent of the study group practice reading habits indicative of low scholarship. Particularly important to those students whose schedules are crowded with part-time employment is the necessity for 71 per cent to "re-read material several time," item number 1. Re-reading is especially an underclassmen difficulty; this habit was checked "sometimes" by 70 per cent of the freshmen and by 80 per cent of the sophomores.

"Trouble in picking out the important points in material read," item 2, has negative scores for "sometimes" among 35 per cent of the total group. Similar difficulty for 40 per cent is present in item 5, "I miss important points in the lecture," It should be noted that over a tenth of the group pronounce words silently while reading as shown by item 14; two-tenths of the group do not practice self-recitation according to item 13. Thus these reading habits are definitely hindering study efficiency.

B. Habits of Cōncentration. Fundamental for study is concentration. This significance is indicated by minus scores for "sometimes" and "often" practicing suggested negative habits.

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<sup>10</sup> Cf. ante., p

responses are more characteristic of low achievement students.  
This analysis indicates that habits of attitudes of greater  
concern for remedial treatment.

A. Reading and non-reading techniques. In this study  
also there seems to be general agreement with students' reading  
habits and their involvement on the Iowa Silent Reading Test.<sup>10</sup>

In general, 40 per cent of the study group practice reading  
habits indicative of low achievement. Particularly important

to those students whose attitudes are associated with first-time  
employment is the necessity for 71 per cent to "re-read material  
several times." Item number 1, "Re-reading is especially important

classroom difficulty; this habit was checked "sometimes" by 70  
per cent of the teachers and by 60 per cent of the responses.  
"Trouble in giving out the important points in material

read," item 2, has negative scores for "sometimes" and 35 per  
cent of the total group. Similar difficulty for 40 per cent is  
present in item 3, "I also have trouble in the lecture," 10

should be noted that over a third of the group response words  
slightly while reading as shown by item 1: two-fifths of the  
group do not practice self-rotation according to item 12. Thus

these reading habits are definitely hindering study efficiency.  
B. Habits of concentration. Fundamental for study is  
concentration. This skill is indicated by three scores

for "sometimes" and "often" practicing suggested positive habits.  
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



Of all the students surveyed 69 per cent have negative scores in this area. Two-thirds "find it difficult to keep my mind on what I am studying," in item 6, and "have a tendency to 'day-dream' while trying to study," item 7. Over half of the students have difficulty to settle down to study as indicated by item 8. They wait for an inspiration rather than strive for it.

C. Distribution of time and social relationships. This area does not as seriously affect study relationships as the previous sections. One-third of the study group "sometimes" has difficulty. The unwise distribution of time, item 11, is highly important when "often" the situation. One-fourth of these students need assistance in such time scheduling. Interruptions and distractions in item 12 are of negative value for more freshmen and sophomores than for upperclassmen. A further interference of "bull sessions" (item 15) is indicated by 44 per cent of the entire group.

Reflecting one of the policies of the College items 16 and 17, which include shows and dances, evidence low participation. However, a tenth of the group feel that social activities "sometimes" intergere with college success. The other viewpoint of lack of time for social activities and recreation is evident in the results of the Mooney Problem Check List.<sup>11</sup>

D. General habits and attitudes of work. Since minus scores in this field are listed in all degress of practice--

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<sup>11</sup> Cf. ante., p.





TABLE XVII-A (continued)  
PERCENTAGES IN STUDY GROUP CHECKING SEPARATE ITEMS  
ON THE STUDY-HABITS INVENTORY

Item	Rarely or Never	Some- times	Often or Always
<u>C. DISTRIBUTION OF TIME AND SOCIAL RELATIONSHIPS IN STUDY</u>			
10. My study periods are often too short for me to get "warmed up" and concentrated . . . . .	52	32*	16*
11. My time is unwisely distributed; I spend too much time on some things and not enough on others. . . . .	26	49	25*
12. My periods of study are interrupted by outside interferences such as telephone calls, visitors, and distracting noises. . . . .	23	58	19*
13. I find it hard to force myself to finish work by a certain time, under pressure; work is unfinished, inferiors, or not in on time. . . . .	48	38*	14*
14. I study with others rather than by myself . . . . .	81	16*	3
15. My enjoyment of loafing, "bull sessions," or "chewing the fat," interferes with my study. . . . .	48	44*	8
16. I spend too much time reading fiction, going to shows, etc., for the good of my school work. . . . .	97	3*	0
17. Too much social life interferes with my school success--dances, dates, and trips. . . . .	86	13*	1*
Total . . . . .	60	30	10

\* Indicative of low scholarship





TABLE XVIII-A (concluded)  
PERCENTAGES IN STUDY GROUP CHECKING SEPARATE ITEMS  
ON THE STUDY-HABITS INVENTORY

Item	Rarely or Never	Some- times	Often or Always
<u>D. GENERAL HABITS AND ATTITUDES OF WORK</u>			
18. I get "fussed" and nervous on exams--blow up and can't do myself justice or tell what I know . . . . .	53	42*	5*
19. I plan out in my mind the answer to a subjective or essay-type examination question before starting to write the answer . . . . .	16*	36	58
20. I finish my examination papers and turn them in before time is called on the exam. . . . .	30	50*	20*
21. I try to get each point as I go over it, rather than to go on at the time and then go back later to clear up doubtful points. . . . .	11*	45*	44
22. I try to carry over and relate material learned in one course to that learned in others . . . . .	5*	30	65
23. I try to summarize, classify, and systematize the facts learned, associating them with previously learned material and facts. . . . .	8*	38	54
24. I am conscious that I have been out of school too long, or took basic subjects too long ago. . . . .	65	29*	6
25. I try to do some "over-learning," working beyond the point of immediate memory or recall. . . . .	36*	52	12
26. I find myself too tired, sleepy, and listless to study efficiently. . . . .	19	73*	8*
27. I have to study where I can smoke--must "go out and have a smoke" when working at the library, etc. . . . .	100	0	0
28. Dislike of certain courses and professors interferes with my school success. . (* Indicative of low scholar)	81	15	4

(Continued) A-1111  
 PREPARED BY: JAMES H. HARRIS  
 DATE: 11-11-61

Page No.	Line No.	Page No.	Line No.
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80	80	80	80
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82	82	82	82
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84	84	84	84
85	85	85	85
86	86	86	86
87	87	87	87
88	88	88	88
89	89	89	89
90	90	90	90
91	91	91	91
92	92	92	92
93	93	93	93
94	94	94	94
95	95	95	95
96	96	96	96
97	97	97	97
98	98	98	98
99	99	99	99
100	100	100	100

The first of the two main parts of the report is a description of the work done during the period from January 1, 1961, to December 31, 1961. This part is divided into two sections: a summary of the work done and a detailed description of the work done. The second part of the report is a list of references.

The first section of the report is a summary of the work done. This section is divided into two parts: a summary of the work done during the period from January 1, 1961, to June 30, 1961, and a summary of the work done during the period from July 1, 1961, to December 31, 1961. The second section of the report is a detailed description of the work done. This section is divided into two parts: a description of the work done during the period from January 1, 1961, to June 30, 1961, and a description of the work done during the period from July 1, 1961, to December 31, 1961.

The list of references is divided into two parts: a list of references for the period from January 1, 1961, to June 30, 1961, and a list of references for the period from July 1, 1961, to December 31, 1961.



rarely, sometimes and never--comparison of the total group on such basis is not feasible. Those habits receiving the larger negative scores are noted for remedial significance.

There is need for systematic preparation for exams and training in the best methods of taking exams and in overcoming an attitude of fear. Nervousness on exams is "sometimes" or "often" the situation for 47 per cent of the students considered.

Sixteen per cent have heavy minus scores in number 19 for "rarely" planning the answer to an essay question before starting to write. "Sometimes" 45 per cent of these students fail to get each point as they go over it" in the 21st item. Both of these habits are significant for low scholarship.

Lack of preparation in "tool" subjects or having "been out of school too long," item 24, is a negative difficulty for 29 per cent of the group. Especially noticable is 42 per cent of the freshmen who check this item "sometimes."

The largest percentage of 73 is indicated in the 26th habit: "Sometimes, I find myself too tired, sleepy, and listless to study effectively." Juniors indicate the most difficulty with seniors, freshmen and sophomores in order of frequency. The hinderance to study efficiency is evident.

Thus the inventory items indicate particular reading and concentration difficulty for over half of these students. Distribution of time and social relations and general work habits present inefficient habits for more than a fourth of students.

terely, suggestions and new-combinations of the total group on each basis is not feasible. These habits involving the frequent negative scores are noted for remedial significance.

There is need for systematic preparation for exams and training in the best methods of taking exams and in over coming an attitude of fear. Nervousness on exams is "sometimes" or "often" the situation for 47 per cent of the students considered.

Eighteen per cent have heavy minus scores in number 19 for "usually" planning the answer to an essay question before starting to write. "Sometimes" 45 per cent of these students fail to get each point as they go over it in the first item. Both of these habits are significant for low scholarship.

Lack of preparation in "tools" subjects or having "been out of school too long," item 24, is a negative difficulty for 32 per cent of the group. Negatively noticeable is 42 per cent of the freshmen who check this item "sometimes".

The largest percentage of 73 is indicated in the 28th habit: "Sometimes, I find myself too tired, nervous, and listless to study effectively." Juniors indicate the worst difficulty with seniors, freshmen and sophomores in order of frequency. The hindrance to study efficiency is evident.

Thus the inventory items indicate particular reading and concentration difficulties for over half of these students. Disruption of time and social relations and general work habits present inefficient habits for more than a fourth of students.



### Significance for Personnel Services

The foregoing survey pictures ranges of difficulty in study habits of these college students. Apparently a large majority acquired some haphazard practices during previous school experience.

One of the most common criticisms made of our schools both public and private, is that they do not give pupils a general technique of study.<sup>12</sup>

Such ineffective training or the lack of it makes the need for guidance and instruction in economical and effective methods of work imperative. Remedial methods are based on diagnosis and analysis of the techniques of desirable study-habits, and on comparison of habits of high and low scholarship students, as well as on consideration of improvement of students' work before and after remedial training.

From these investigations important factors or educational "tools" appear significant. Consequently these are emphasized in remedial work. Obviously these tool subjects and habits are elementary in character, yet students have considerable deficiency and frequently do not recognize their weakness or the cause of failure. Comprehension in reading is a prime requisite; vocabulary study is closely associated. Coherent English in written work is based upon a background of grammar--the skeleton

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<sup>12</sup> Francis F. Powers, "Observations on How to Study," School Review, XLVI (September, 1938) 485-488

# Recommendations for Personnel Services

The following survey of the personnel service in

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of language or medium of thought. Successful study in foreign languages requires this general grammatical information which is related to reading as well. Note taking habits, self-discipline, planning activities and scheduling time are likewise fundamental.

Francis F. Powers observes that students profit little by long abstract discussions in study technique alone.<sup>13</sup> However, Butterwick makes the distinction that discussion helps the bright but specific practice is more effective for the dull.<sup>14</sup> Both methods help to eliminate trial-and-error procedures. There are libraries of books and manuals on techniques of how to study which are valuable. These theories should be followed by practice. More educators are coming to agree that

The study problem can be solved only by habituating the specific type of study procedure for each specific type of study material with which study must deal.<sup>15</sup>

Each teacher should give guidance and practice in specific methods of studying his own subject and should criticize his teaching methods from the students' point of view.<sup>16</sup>

The right study habits cannot be trained apart from the subject itself.<sup>17</sup>

A part of the teachers instructional obligation then is

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<sup>13</sup> Ibid.

<sup>14</sup> H. S. Butterwick, The Problem of Teaching High School Students How to Study. Contributions to Education, No. 237

<sup>15</sup> J. A. Wiley, Practice Exercises in Supervised Study and Assimilative Reading, p. 11

<sup>16</sup> Ruth Strang, "Another Attempt to Teach How to Study," School and Society, XXVIII (October 13, 1928) 461-466

<sup>17</sup> Woodring and Flemming, Directing Study of High School Pupils, p. 63



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1. W. S. Butterick, The Problem of Teaching High School Students How to Study, Contributions to Education, No. 123
2. J. A. Wiley, Practice Manual in Guided Study and Remedial Reading, p. 11
3. John E. Young, Another Answer to Teach How to Study, School and Society, XVII (October 1928) 461-482
4. Woodring and Flanagan, Directed Study of High School Pupils, p. 88



in the direction of training abilities which are focused on subject matter. Her function is not to impose information but to guide and stimulate learning. The assignment is a key responsibility by which definite study procedures can be emphasized and guided. Problems sometimes arise from inadequate knowledge or skill on the part of the teachers. There is insufficient use of the psychology of learning or lack of preparation for diagnosing and training students in specific study skills required by their assignments. Such a situation necessitates in-service training of the teachers.

In view of the need for training in fundamental tool subjects remedial clinics and numerous experimental classes have been conducted. Doris Halt Fleton attempted to bridge the gap between secondary school and college by a summer session course. She included discussion and practice on schedules, reading, logic, note-taking, library work, and taking of exams. Further points of emphasis were the digestive, mulling over process, and the use of material learned.<sup>18</sup>

Ruth Strang conducted a how-to-study course among college freshmen and helped them to complete their remaining subjects with a higher level of achievement. Included in the program was practice in note taking. To increase continuity of thought the lectures were outlined from memory immediately after hearing<sup>19</sup>

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<sup>18</sup> Doris Halt Fleton, "Bridging the Gap Between High School and College Methods of Study." Education LVII (June, 1937) 641-644

<sup>19</sup> Ruth Strang, Op. cit.

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Ruth Strong conducted a two-to-four course among college freshmen and helped them to complete their remaining subjects with a higher level of competence. Included in the program was practice in note taking. To increase consistency of thought the lectures were outlined two months immediately after hearing.

13 Davis Hall Platoon, Bridging the Gap Between High School and College Methods of Study, Education VIII (June, 1955) 241-242  
14 Ruth Strong, op. cit.



Dealing with methods of review Butterwick taught the relationship and organization of similar and dissimilar facts rather than by study of the logical text book order.<sup>20</sup>

At Franklin and Marshall College juniors were paired for experimental and control groups. Marshall concluded that study efficiency could be increased by the use of underlining important words and by study questions which stimulate self-recitation.<sup>21</sup> Development of organizational and outline skills considering reading habits in particular was successfully conducted at Harvard by Dearborn and Wilking. After eight weeks the experimental group advanced from the 14 percentile to the 97, while the control group advanced from 14 to 39 percentile in reading.<sup>22</sup>

In addition to these other phases Clifford emphasized the physical situation. He suggests resting shortly before a meal and before beginning study immediately after eating. During intense mental activity there should be physical relaxation.<sup>23</sup>

Considering the permanent effects of a course in study habits at Ohio State University, Pressey found that 58 per cent of the trained group were saved while 18 per cent of the control

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<sup>20</sup> J. S. Butterwick, Op. cit., p. 38

<sup>21</sup> M. V. Marshall, "Guided Study with College Juniors," School and Society, XLVIII (July, 1938) 28

<sup>22</sup> Walter F. Dearborn and S. Vincent Wilking, "Improving the Reading of College Freshmen," School Review, XLIX (November, 1941) 668-678

<sup>23</sup> Charles W. Clifford, "How to Study," National Education Journal, XXX (January, 1940) 25-26

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In addition to these other changes Clifford estimated  
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 day and before beginning study immediately after eating. Dur-  
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 habits at Ohio State University, Pearson found that 68 per cent  
 of the trained group were saved while 32 per cent of the control

31 J. S. Butterworth, "The Effect of Study Methods on Reading Efficiency," *Journal of Educational Psychology*, 1925, 16, 1-10.  
 32 H. V. Pearson, "The Effect of Study Methods on Reading Efficiency," *Journal of Educational Psychology*, 1925, 16, 1-10.  
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 40 H. V. Pearson, "The Effect of Study Methods on Reading Efficiency," *Journal of Educational Psychology*, 1925, 16, 1-10.



group were saved. Lack of adequate controls made comparison difficult. In view of the intelligence factor, those above percentile 25 were almost certain of being saved.<sup>24</sup>

Thus it has been shown that probation students can often be saved from elimination so as to continue their college work with success, if they are given ten weeks of remedial work for about six hours per week.<sup>25</sup>

Summary. The integral relation of study habits in adjustment to college work has been emphasized by statements from leaders in the field. Using the Wrenn Study-Habits Inventory a group of one-hundred College students were surveyed for evidences of deficient study-habits. Over one-third of the group were classified as having habits indicative of low scholarship. A definite correlation between high and low scholarship scores was shown by comparison with academic standing. Consideration of the separate areas of study habits reveal definite disability of over half the total group in reading, note taking and concentration. Inefficient habits of time distribution and social relationships are checked by a third. Lack of sleep is a hinderance for over three-fourths of the group. Therefore, application of remedial methods previously discussed is a responsibility of personnel service for aiding educational adjustment.

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<sup>24</sup> L. C. Pressey, "The Permanent Effects of Training in Methods of Study on College Students." School and Society, XXVIII (September, 1928) 403-404

<sup>25</sup> L. C. Pressey, "Some College Students' Problems", p. 5

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## CHAPTER VII

### PERSONALITY ADJUSTMENT

#### Meaning of personality adjustment

The personnel philosophy of education purposes that colleges should aim to accomplish the development of not only academic but also personal adjustment. In order that the teacher and counselor might stimulate and guide students' scholastic and personal adjustment a knowledge of students' individual background, needs and behavior characteristics is essential. Definitions from Warren include these characteristics classified as the student's personality:

The general characterization, or pattern of an individual's total behavior.

Those characteristics of an individual most important in determining his social adjustments.<sup>1</sup>

Allport summarizes meanings in one definition:

Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.<sup>2</sup>

Various instruments have been developed to measure personality differences, traits or factors as segments of behavior

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<sup>1</sup> Howard C. Warren, editor, Dictionary of Psychology, p 197

<sup>2</sup> G. W. Allport, Personality, ap 48

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<sup>1</sup> Howard C. Warren, *Editor, Dictionary of Psychology*, p. 127.  
<sup>2</sup> G. W. Allport, *Personality*, p. 48.



within these dynamic systems. Such factors in psychological terms of introversion-extroversion, neurotic tendency frequently not adequately understood or applied prove of little practical value. As a result measurements have been attempted for providing meaningful descriptions in relation to behavior. These are in concrete terms of satisfactory or unsatisfactory adjustment to familiar social and personal situations. Possible categories of adjustment problems as classified by Bell include: school adjustment, health adjustment, vocational and occupational adjustment, motor and mechanical adjustment, social adjustment, home adjustment, emotional adjustment and religious adjustment.<sup>3</sup>

Illustrative of these categories is the study of factors of personal adjustment in which Fred McKinney found relationship with students' personal history.

1. Students who had opportunity for responsibilities and freedom to meet them were better adjusted.
2. Students who parents understood guidance type of discipline rather than severe discipline or no discipline had better adjustment.
3. Students whose parents were companions were better adjusted.
4. Students whose parents or home was ineffectual for some reason as low income, incompatibility or questionable background tended toward less well adjustment.
5. Students having good health and physique were better adjusted.
6. Students enjoying considerable intercourse and play were better adjusted.
7. Students with moderate positive attitude toward school were better adjusted.
8. Students having objectively orientated character with good attitudes toward themselves dur-

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<sup>3</sup> Hugh M. Bell, The Theory and Practice of Personal Counseling, p.2







ing development were better adjusted.<sup>4</sup>

Since this analysis is concerned with four selected areas in adjustment it is pertinent to indicate the significance of these phases to personnel programs.

Health Adjustment A basic factor is health yet few realize the extent of the effect of poor health upon the failure or inadequate development of personality.

The solution to nearly all of a student's difficulties is in some way related to his physical status.<sup>5</sup>

As a group, failing or maladjusted students have poorer physical condition than successful students. Douglas finds significant correlation between health status and achievement in English among 109 Baylor University boys.<sup>6</sup> In a survey of 661 colleges Diehl indicates two general health problems: (1) those arising from deficient care and education in earlier years and (2) those associated with college environment. This investigation located in 56 institutions where tests for tuberculosis were regularly given one-third of these college students who were infected, though slightly, with tuberculosis. One in two hundred had adult lesion -- important to the individual as

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<sup>4</sup> Fred McKinney, "Personality Adjustment of College Students as Related to Factors in Personal History." Journal of Applied Psychology 23: 660-8 (December, 1939)

<sup>5</sup> Bell, Ibid., p.6

<sup>6</sup> Lowell N. Douglas, "A study of certain factors influencing academic achievement with reference to the health factors." Journal of Experimental Education 7:235-244 (March, 1939)



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well as to their associates.<sup>7</sup> Similar chronic conditions are suggested by Luella Cole Pressey.

The person doing adjustment work with college students meets relatively few types of physical disorder but she meets these few over and over again.<sup>8</sup>

Common chronic disorders, persisting unrecognized affect students' work and attitude of personal inadequacy in conjunction with lowered vitality. Over fatigue from too much work or play and digestive disorders as constipation or skin blemishes are frequent problems. Physical defects as speech, hearing, sight or crippled limbs seriously affect personal behavior and achievement. Closely related is mental health. Educators consider health services an accepted function. There should be remedial treatment and training concerning students' present and future health.

Emotional adjustment Ill health may be regarded as potential maladjustment. Over fatigue may result in social isolation without strength to pursue or develop friendship. Erratic or irritative action from malfunction of glands may further strange. Inferior feelings and attitudes develop from physical inefficiency also. Thus the cause and effect relationship between physical and mental health is evident. However,

The concern of colleges for physical health is more frequent than for mental health, but one is as important as the other. Inattention to emotional

<sup>7</sup> "Survey of health of college students" School and Society, 48:622-8 (November 13, 1938)

<sup>8</sup> Luella Cole Pressey, Some College Students and Their Problems p. 20

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The person doing adjustment work with college students meets relatively few types of physical disorders, but she meets these few over and over again.

Common chronic disorders, persisting unrecognized affect students with and attitudes of personal inadequacy in competition with lowered vitality. Over fatigue from too much work or play and digestive disorders as compensation for skin diseases are frequent problems. Physical defects as speech, hearing, sight or crippled limbs seriously affect personal behavior and achievement. Closely related to mental health. Students sometimes health services as accepted function. There should be remedial treatment and training concerning emotional, present and future health.

Emotional adjustment Ill health may be regarded as potential maladjustment. Over fatigue may result in mental isolation without strength to pursue of activity liberally. Emotional or instinctive action from reflection of glands may further arrange. Intense feelings and attitudes develop from physical interdependency also. Thus the cause and effect relationship between physical and mental health is evident. However,

The concern of colleges for physical health is more important than for mental health, and one is as important as the other. Instruction in emotional

"Survey of health of college students" Journal and Yearbook, 48:12-14 November 19, 1930.  
Lucille Cole Treasey, Case College, Columbus, Ohio and Fairview, N. D.



problems can nullify intellectual training no matter how significant the latter may be.<sup>9</sup>

Indeed students entering professions dealing with human beings are definitely handicapped by neurotic or inhibited personality characteristics. Attention to these students during preparation is then of vital importance.

Various types of emotional problems are related to all life adjustments. Therefore the counselor needs an understanding and measure of them for true guidance.

Emotional reactions or tension release may be expressed in overactivity or inactivity. Introversion represents the latter in imaginative day dreaming or masking of emotions. The student may dream of success and popularity without knowing how to adjust to associates.

Further maladjustment is evident in extreme fears: fear of people, fear of the dark, fear of failure. Conflicting moods of exhilaration and depression hamper success. A case study from Bell pictures the source of a girl's despondency in her desire for attention and recognition. Outside activities overshadowed scholarship until exhaustion and failure depressed her and affected her whole adjustments. Recognition of the difficulty helped for more satisfactory adjustments.

As the "distracting" nature of emotion may affect learning adversely so may positive emotions motivate the learning

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<sup>9</sup> C. Gilbert Wrenn, "Relation of Counseling and Personnel services to Instruction" (In the National Society of Education, 1939, Yearbook no. 27, p. 152)

problems can modify intellectual functioning in various ways significant in the latter part of the study.

Indeed, studies showing that individuals dealing with human beings are definitely handicapped by nervous or inhibited personality characteristics. Attention to these students during preparation is then of vital importance.

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situation.<sup>10</sup> Thus attention to emotional health is a definite responsibility of both the teacher and counselor.

Home adjustment Coincident with other student adjustments is that of changing relationship with the family. A difficult problem of college experience is one of maintaining a healthy balance of adjustment between the student and the family. The home is one of the molding forces for personality but in adolescence students' attention and interests become less home-centric. There is a shift from a feeling of dependence to independence which may cause friction and misunderstanding. This problem is further accentuated by economic dependence necessitated by college attendance. In such circumstances indulgence may lead to habits of social and economic irresponsibility or dependence. Domination of interests and life plans may interfere with development of a distinct and responsible personality. Friction may develop in changing attitudes and viewpoints between the older and younger generation. Conditions of maladjustment arise from conflict with parents and vocational disputes when the spirit may be either broken by submission or sustained in open rebellion. Sickness, death or divorce bring emotional shocks or strain. Social and economic status and history are factors. Problems of over-solicitude, favoritism

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<sup>10</sup> L. B. Murphy, Social and Emotional Development" Review of Educational Research 11: 479-501 (October, 1941)





or the unwanted or only child hamper maturity development. Relationships or comparisons with brothers or sisters is a source of further difficulty.

The problem of adjustment to living away from home and making adjustments in dormitories or other living quarters is also of vital importance. The change from supervision to freedom may bring extreme reactions. Thus the problem of home adjustment is varied but is an ever present one.

Social adjustment One value of modern education is the development of social and civic competence. This ability to get along with fellowmen, with the opposite sex and with environment is part of the "continuing process" in the adjustment with the larger social order.<sup>11</sup>

This process of learning to work and play with others is an integral part of campus social life and activities. Committees, clubs, athletic contests, campus publications demand attention and participation. Programs, "dates", eager conversation, and jokes are evidence of spontaneous desire for personal self-expression. A well-developed program of activities and recreation is highly desirable. Problems may arise, nevertheless, from social experience in either excess or inverse proportion. That students are definitely concerned in this social relationship is evident in a study of Freshmen interests

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<sup>11</sup> C.Wannameker, Journal of Health and Physical Education "Meaning and significance of adjustment." 10:12-13 (January, 1939)





and desires.<sup>12</sup> The ability to meet and impress others effectually and a pleasing personality were ranked first in personal interests.

A significant phase of this adjustment is the degree of aggression in social contacts. The over-active individual running from one thing to another may exhaust physical resources. The opposite extreme of social withdrawal has under-activity. Causal factors are timidity, lack of self-confidence or fear of social groups. Daydreaming substitutes for reality. The real desire to be with people is frustrated by an inability to make social contacts. Conditioning factors are parental domination, shame -- from real or imagined reasons, poor physical conditions and handicaps or poor economic and social background. Persistent failure and thwarting emphasizes inferiority feelings. An unusual contributory in mental acceleration which estranges students from their age or social group. Isolation may be the result of class and part-time employment schedules not providing for social contacts. Maladjustment may be expressed in overcompensation and sophistication. Dangerous friendships of "boy craziness" are symptomatic of difficulty. Emotional patterns and parental adjustments condition social reactions of children also. Subcultural factors of city or rural backgrounds are significant.

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<sup>12</sup> Hugh M. Bell, "College Students Interest in Personal Development", Journal of Educational Research, (March, 1936) XXIX:518-523

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Either extremes of attitude or major social changes like depression or war not only affect personality but also the foundations of personal adjustment in later life.

Considering the significance, then, of home, health, social and emotional relationships Bell analyzed them in the Adjustment Inventory. Since this study is concerned with student needs or problems in these particular areas the Bell Adjustment Inventory was selected for survey purposes.

Description of the Bell Adjustment Inventory. The preceding categories of home, health, social and emotional adjustment are analyzed in questionnaire form as a basis for personal counseling and provision for information on particular areas. A series of 140 questions, 35 in each area, was selected by the author after considerable research and try-outs.

Small letters in the margin indicate the adjustment category: a, home questions; b, health questions; c, social questions; and d, emotional questions. For example,

- (9a) Do you sometimes feel that your parents are disappointed in you?
- (23b) Do you have many headaches?
- (88c) Are you sometimes a leader at a social affair?
- (106d) Are you troubled with the idea that people are watching you on the street?

The Inventory is self-administering and has no definite time limit. Instructions direct the student to "answer honestly and thoughtfully all of the questions." Adjustment ratings





are in terms of the individual's own evaluation of his behavior. Friends may rank him otherwise. Not being a test there are no right and wrong answers. Reactions to questions are expressed by encircling "Yes," "No," and "?". Higher scores indicate more maladjusted responses associated with personality disturbance, and lower scores indicate the student's feeling of better adjustment. These scores are statistically interpreted with descriptions of "excellent," "good," "average," and "unsatisfactory," and "very unsatisfactory."

The Inventory is of value according to its reliability and validity. Reliability was determined by correlating the off-even items corrected by the Spearman-Brown formula. Correlations range from .80 to .85. Validity was established through item selection according to discriminatory powers, by a three-year check in counseling, by correlation with other adjustment measures and by differentiation shown between known adjusted and maladjusted groups.

#### Survey of Adjustment in a Particular School

The Bell Adjustment Inventory was administered to the representative College group being studied with respect to selected phases of adjustment. As a whole these students cooperated carefully; they were concerned with self-analysis as evidenced by later requests for interpretation of the inventory

Their adjustment, according to Bell's norms, was gener-





ally average.<sup>13</sup> Comparison of the four categories of adjustment as shown in Table XIX are arranged according to sex and levels of adjustment. The class percentages by sex show the distribution. Asterisks, indicating class averages, present a profile with very few deviations from "average." However, Bell suggests that it is these deviations--the extreme cases--which are of definite significance to the personnel worker. They are indicative of students needing assistance. Comparison of these ranges and central tendencies are then indicative of the need for personnel services. However, it must be remembered that these ranks are derived from the students' own evaluations.

Home adjustment. Two groups deviate from the "average" classification. Sophomore boys rank "unsatisfactory" and freshmen girls, "good." The sophomore class has most maladjustment; 43 per cent are "unsatisfactory" or "very unsatisfactory." It would indicate a need for an item analysis and further consultation and treatment for improvement of adjustment.

Health adjustment. The women have more of a health problem than the men. Freshmen and senior girls average "unsatisfactory." A third of the sophomore women are below "Average." This area has the largest percentages with adjustment difficulties. Of the entire group 28 per cent are in the "unsatisfactory" levels. Many of the items in this area deal with health history. This area is of value for presenting

<sup>13</sup> Hugh M. Bell, The Theory and Practice of Personnel Counseling, p. 36





TABLE XIX

A COMPARISON OF COLLEGE STUDENTS'  
ADJUSTMENT ON THE BELL INVENTORY

Category Description	Cl. No.	% M e n				% W o m e n			
		F 15	So 11	J 10	Se 5	F 25	So 9	J 10	Se 15
HOME									
Excellent . . . . .		20	10	0	0	16	0	20	5
Good . . . . .		20	0	20	60	44*	11	20	20
Average . . . . .		40*	27	50*	40*	16	56*	40*	45*
Unsatisfactory. . . . .		20	43*	20	0	12	33	10	10
Very unsatisfactory . .		0	10	10	0	12	0	10	20
HEALTH									
Excellent . . . . .		0	0	10	0	0	0	0	0
Good . . . . .		0	10	30	0	20	22	10	6
Average . . . . .		73*	62*	60*	80*	44*	45*	70*	40
Unsatisfactory. . . . .		20	18	10	20	24	22	20	40*
Very unsatisfactory . .		7	10	0	0	12	11	0	14
SOCIAL									
Very aggressive . . . . .		0	0	10	0	8	0	0	0
Aggressive . . . . .		20	10	30	40	8	11	20	33
Average . . . . .		60*	53*	60*	40*	72*	67*	60*	34*
Retiring . . . . .		7	27	0	20	12	22	20	33
Very retiring . . . . .		13	10	0	0	0	0	0	0
EMOTIONAL									
Excellent . . . . .		7	0	20	0	16	11	0	10
Good . . . . .		33	0	10	20	36	11	0	10
Average . . . . .		47*	53*	40*	60*	38*	67*	60*	60*
Unsatisfactory. . . . .		13	27	30	20	8	11	30	20
Very unsatisfactory . .		0	20	0	0	12	0	10	0
TOTAL									
Excellent . . . . .		0	0	0	0	0	0	0	0
Good . . . . .		7	0	20	20	20	11	20	6
Average . . . . .		53*	20	50*	60*	56*	33	40*	37*
Unsatisfactory. . . . .		27	36*	30	20	8	45*	30	57
Very unsatisfactory . .		13	18	0	0	16	11	10	0

\* Class averages





effects but may not sample present conditions adequately. In the extremes a large number of both sexes indicate the need of physical attention.

Social adjustment. These students are best adjusted socially. All classes are described as "average." In contrast to the preceding area men have greater difficulty socially than women. It is interesting to note that some of the freshmen and sophomore men are "very retiring", while none of the women are. Conversely 8 per cent of the freshmen girls and none of the freshmen boys are "very aggressive;" 10 per cent of the junior men are also "very aggressive." Of the total group 20 per cent are "retiring." It is possible that some of the others are not aware of their status. As a whole social relationships are very healthy. Nevertheless, attention should not overlook the "very aggressive" nor the "very retiring". According to the Mooney, Problem Check List many of the students felt the need for more opportunity or recreation and time for cultivating friendships.<sup>14</sup>

Emotional adjustment. Distribution in this area is more scattered, however, all classes are classified as "average". Those having considerable emotional difficulty are 22 per cent of the whole group. Of these are 47 per cent of the sophomore men and 40 per cent of the junior girls. Mental health is sig-

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<sup>14</sup> cf. ante p. 49 ff.





nificant for satisfactory adjustment and those verging on unsatisfactory adjustment present a problem to the personnel worker.

Total. The averages of the four categories is not as significant as are the individual items. Nevertheless, knowledge of the general trends indicates the desirability of planning to meet these needs. All classes except the sophomores have "average" ranks. It should be noted that 40 per cent of the freshmen boys have below "average" and 57 per cent of the senior girls are "unsatisfactory".

Summary. The category descriptions of adjustment are "average". Health presents greatest difficulty, especially among the women. Home adjustment is a problem to all classes with half of the sophomore men having more "unsatisfactory" relationships than others. Emotional adjustment is the leading problem for junior girls and boys, all classes also have representatives ranking "unsatisfactory." Social adjustment is most satisfactory for all classes, however, the underclassmen boys need definite consideration. According to their own personal reactions when these students need help for more healthful adjustments.

Implications for personnel services. Students in the lower average or unsatisfactory group of adjustment and especially those in the extreme ranges present their individual need of assistance in personal adjustment. Programs for assistance in these problem areas are the concern and responsi-





bility of college personnel services. The Inventory presents these areas for clarification of students' difficulties and for trends and deviations of behavior patterns. Item analysis gives further information on particular phases.

In this study health is a leading problem, especially of women. Factors influencing this health difficulty would be of importance: whether physical condition was inferior prior to college attendance, whether elimination reduced those less healthy and whether school conditions--schedule and environment--affected. Chapter VIII discusses the relationship of part-time employment. Bell emphasizes the need of recognizing the inventory is not a substitute but rather a possible prelude to a medical examination. However, understanding of health history as suggested by the items may relate effects to present conditions. Knowledge of student's health affects guidance concerning behavior habits as well as suggestions concerning vocational, educational and other adjustments. Recommendations may suggest a normal or lightened load of activities, for example. Thus, correlation with each department of the whole personnel program is essential.

The college cannot as directly assist the student in family problems. Nevertheless the use and discussion of case studies may present general information in common problems of adjustment. Tactful and careful case studies by qualified personnel workers may deal with particular maladjustments.





This would involve discussion concerning reactions to certain significant items in the Inventory as related to the cause of such reactions. The assistance in the formation of attitudes is likewise concerned. The educational program considers the parents as well as the students; in some cases parents are glad to cooperate for the happy adjustment of their children.

Patience, careful case study and individual counsel are fundamental for treatment of emotional problems. Other problem areas may be contingent to improvement in a particular situation. For example, one's patterns of behavior, disposition and personality are affected by poor health and even after the source is remedied the effects need readjustment. Emotional readjustment and the reduction of tension (a prominent problem checked in the Mooney List<sup>15</sup>) needs careful guidance for participation in campus activities, in hobbies or in music. The encouragement of social mingling and the cultivations of friendships is here related. Selected readings may be recommended for some. Sometimes simply the emotional outlet of talking to a sympathetic and understanding counselor is effective. In some cases mental health problems may need to be referred to a specialist. But in all cases emotional adjustment is significant for the student's welfare.

One personnel problem is the location of socially malad-

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<sup>15</sup> cf. ante p. 51





justed students. In this study the majority of students consider themselves as "average". However most students are concerned with the development of a "more pleasing personality" and the relationship with others. To assist those in either extreme those isolated and those overactive, rules may attempt to regulate the amount of activity or facilitate the dispersion of social opportunity more widely. Sometimes this may require readjustment of schedules or type of work. Organization of extra-curricular activities is an opportunity for group guidance approach to the social adjustment problem. The deans, counselors and student body leaders can direct and arouse a democratic spirit of participation. Constructive and definite personal help is needed for those socially isolated.





## CHAPTER VIII

### STUDENT EMPLOYMENT

"Working one's way through college is part of the American tradition."<sup>1</sup> This is an old problem, especially in colleges and universities, which has grown out of our socioeconomic system, increased educational opportunities and changed attitudes toward student employment. Three classes of students who earn while learning are mentioned by Umstatt:

First, those whose economic conditions compel them to work; second, those whose parents require them to earn; and third, those who earn because of preference rather than actual need of parental requirement.<sup>2</sup>

Increasing numbers of working students create a problem to the educator regarding associated adjustments and relationships and effects upon the individual--his scholarship, social activities and personality.

Incidence. Comprehension of the effects of self-help may be greater through knowledge and understanding of its extent.

Stratton found that lack of adequate funds to carry on was incident to all groups of students, to both sexes, married or single, to all ages, to those enrolled part time or full time, and studying for all degrees.

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<sup>1</sup> Donald E. Super, "The Employment of College Students: Its Role in the Educational Process," Occupations, XVIII (November, 1939) 105-111

<sup>2</sup> E. G. Williamson, How to Counsel Students, p. 477





It is further reported that in 1927-1928 about one-half of the men and one-fourth of the women in the coeducational institutions of higher learning were contributing to their own support, and approximately one-fifth of the men and one-tenth of the women were earning their entire college expenses. From reports available it is estimated that more than 50 per cent of the students in high schools and colleges in the United States are either partially or wholly self-supporting.<sup>5</sup>

In 1938, Hand<sup>4</sup> surveyed 102 colleges. In 75 per cent of these one-third of the men worked. In one college only one in ten was not working. Smaller colleges not exceeding 1,000 enrollment average greater percentages of self-supporting students. The amount and type of employment varies with individual conditions; the type of college, location, cooperative organizations. The number of hours working ranges from four to forty and more hours per week.

In the attempt to meet the greater need for financial assistance schools have increased scholarships and sought new endowments. Loans have been increased and employment bureaus and cooperatives for rooming and boarding have been established. Nation-wide systems unite in the Federal Emergency Relief Administration and the National Youth Administration for supplementary aid. Vacation employment has been encouraged. As these methods developed the need for evaluation and correlation became evident.

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<sup>4</sup> Harold C. Hand, Campus Activities, p. 119-130

<sup>5</sup> E. G. Williamson, How to Counsel Students, p. 479-480





Effects and values of part-time employment. There are two main and contradictory schools of thought on the effects of self-help:

(1) That it is beneficial and develops character and democracy.

(2) That it is detrimental and

interferes with the chief business of college, is adverse to scholastic achievement, health and all aspects of student life.<sup>5</sup>

A review of a number of studies on these phases reveal central tendencies of research. The effects on non-scholastic fields are limited in research studies while considerable work has been centered on scholastic relationships, formerly considered the main purpose of education.

#### Non-scholastic effects

(1) Health is often considered as adversely affected.

In a personnel study of N.Y.A. workers at Alabama College for women comparison was made with "dining-room girls" and with the student body. N.Y.A. students' health ratings were not as good as that of the "dining-room girls'" but the N.Y.A. health rates exceeded those of the general student body.<sup>6</sup>

Students sometimes complain of fatigue hinging study. Reeder paired workers and non-workers for analysis of physical

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<sup>5</sup> Samuel C. Newman and Ross L. Monney, "Effects of Student Self-Help." Journal of Higher Education, XI (November, 1940) 435-442

<sup>6</sup> Minnie L. Steckel. "A Personnel Study of N.Y.A. Students" Journal of Educational Sociology, XII (October, 1938) 101-116





ability by using the standardized Physical Fitness Index. The workers were more homogeneous with fewer departures from the normal range of P.F.I. Of the workers seven were below while of the non-workers fourteen were below the normal. In other words, 80 per cent of the workers were normal to 60 per cent of the non-workers.<sup>7</sup> Naturally the normally healthy would survive as workers but they are also chosen as workers. There are adverse effects only in extreme cases from overwork, unhealthful working conditions or lack of sleep.

2. Personality and character effects are allied with the physical. Maladjustments may arise out of financial stringency as worry, frustration, strain and narrowed outlook. Purposes also may indicate the effect. The danger is in being superficial, hasty, nervous and constantly driven without leisure for reflection or study. There may be a feeling of inferiority with non-workers.

Positive values were indicated by 81 per cent of the student workers at Ohio State University whom Mooney studied. Work contributed to a knowledge of people and how to work with others.<sup>8</sup> Habits in industry, proportionment of time and energy, and thrift are developed. Excessive recreation which would sap enthusiasm for learning is checked; self-government results.

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<sup>7</sup> C. W. Reeder, "Employment, Scholarship and Physical Fitness." Educational Research Bulletin, XX (April 16, 1941)

<sup>8</sup> Newman and Mooney, Op. cit., p. 435-442





There is purposefulness in the definite execution of plans.

The handicap in time seems to be outweighed by a greater seriousness of purpose or by an acquired ability to work to better advantage.<sup>9</sup>

3. Social relationships and activities are one of the main phases of education. Of workers interviewed 55 per cent found lack of time interfered and restricted social relationships.<sup>9</sup> However, association with fellow-workers and customers and campus employees on the "Campus Crew," the "Kitchen Gang," and the "Dining Room Force" supplies social contacts. The spirit of real democracy fosters workers together. In most schools the workers and non-workers are not distinct groups but partake alike in activities and sports. There is not hard feeling and little loss of prestige. In fact, working sometimes gives prestige. Even in some private schools the students financially able wish to be like the rest and earn some money too. There is a natural urge for self-support. In some cases, a feeling of stigma and condensation may be evident but not generally.<sup>10</sup> A matched group at Muskingum College indicated that workers participated in essentially as many activities as non-workers: workers, 4.79 activities and non-workers, 5.12.<sup>11</sup> The questionnaire, however, did not indicate the extent required for tabulating participation in activities.

4. Vocational value depends upon the job, especially

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<sup>9</sup> Muskingum College Faculty, A College Looks at its Program. p. 75-81

<sup>10</sup> Robert Cooley Angell, The Campus. pp. 173-183

<sup>11</sup> Muskingum College Faculty, Loc. Cit.





when there is real experience in doing the things which will be done when college days are over. There is an orientation to the field of work and development of vocational skills. Post college success has been rated in terms of those earning college expenses showing a favorable correlation.

### Scholastic Effects

There are conflicting opinions that self-help is harmful, beneficial or not related to achievement. Basic contributory factors are the number of hours working per week and the class load, as well as age, sex, intelligence and scholastic aptitude.

1. Lower scholastic rating: Newman reports several studies indicating a minus correlation. A survey at the University of Iowa showed that 28 working girls were 15.1 per cent below average. Melcher at the University of Kentucky found that non-workers carried more class hours and maintained higher ratings. Lloyd-Jones indicated that 20 per cent of probationers were self-supporting.<sup>11</sup>

2. Higher scholastic rating: In 1929 at Princeton 21 per cent of the students worked. Their averages were higher than that of the rest of the university and they received a proportionate share of Phi Beta Kappa awards.<sup>12</sup>

A survey covering 62,000 schools, 666 institutions, in

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<sup>11</sup> Samuel C. Newman and Ross L. Mooney, Op. Cit., p. 435

<sup>12</sup> "Survey of Self-Support." Journal of Higher Education, I )December, 1930) 525-526





46 states and Washington, D.C., ranked N.Y.A. students higher in 80 per cent of the schools and institutions studied. Two-thirds of these were in the upper halves of classes. In Michigan, workers have superior scholarship in seventeen out of twenty-three colleges. In Oregon University one-third on the honor roll were on N.Y.A. while at Arizona the highest senior honors were awarded to N.Y.A. students. At Carnegie Institute of Technology N.Y.A. help averaged 2.3 grade points in contrast to non-workers' 2.12.<sup>13</sup>

3. No relationship: Some studies indicate that self-supporting activities are not in general correlated with academic failure. Reeder finds superior statistical significance of workers but mortality was greater: workers--53 per cent, non-workers--46 per cent.<sup>14</sup> Ninety-four freshmen paired at Yale had higher grades but these may be attributed to superior general scholastic aptitude.<sup>15</sup> Witty finds at the University of Kansas that grade point averages are almost the same: working students grade point average was 4.53 and the control group, 4.528.<sup>16</sup>

#### Student Employment in a Small College

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<sup>13</sup> "N.Y.A. Students Continue to Surpass the average in Scholarship." School and Society, I (April 20, 1940) 509-510

<sup>14</sup> C. W. Reeder, "Employment, Scholarship, and Physical Fitness." Educational Research Bulletin, XX (April 16, 1941) 94f.

<sup>15</sup> E. G. Williamson, "College Grades and N.Y.A." School and Society, XLVI (October, 1937) 510-12

<sup>16</sup> Paul A. Witty and Luella Foreman, "Self-Support and College Attainment." The Vocational Guidance Magazine, (Occupations), IX (December, 1930) 103-106





Ever since the College's origin students have supplemented their finances for education by self-support. A consideration of the extent pictures the scope of the problem. In Table XX are proportions of school expenses earned by one-hundred of those enrolled during the fall semester, 1942. A half earn all their own expenses. Of the entire group two-thirds earned part of their expenses by vacation employment. Summer savings range from from \$5 to \$400, thereby reducing the amount of work necessary during the school term. There is a noticable trend for more seniors to curtail employment activities during their final year. More seniors (25 per cent), in contrast to the 15 and 12 per cent of the other classes, do not work. Only sixteen students in the total study group of one-hundred do not need to earn school expenses. The largest percentages working "all" their expenses are juniors, 65 per cent and sophomores, 60.

A difference is evident in the amount of hours worked on and off campus, Table XX. War work now provides more employment than any other project. A number of the male students have full time jobs in defense factories working the 3-11 p.m and 11-7 a.m. shifts. Enlistments in the armed services have reduced the community's manpower and offer many opportunities for students. At the present time off campus jobs are more remunerative. Before the war students preferred more campus work. As a result <sup>some</sup> of the campus projects have difficulty securing sufficient workers at times. Almost twice as many hours are spent working off





TABLE XX  
PART TIME EMPLOYMENT OF  
STUDY GROUP

Classes		Per cent earned for school expenses					No.	Hours working per week	
		100	75	50	25	0		On	Off
Freshmen	No.	18	4	10	3	5	(40)	287	385
	%	45	10	25	7	12	(20)	100	432
Sophomores	No.	12	2	3	0	3	(20)	100	432
	%	60	10	15	0	15			
Juniors	No.	13	2	0	2	3	(20)	109	283
	%	65	10	0	10	15			
Seniors	No.	8	2	2	3	5	(20)	187	129
	%	40	10	10	15	25			
Totals	No.	51	10	15	8	16	(100)	683	1229

campus. However, these totals include students working both on and off campus.

A survey of types of jobs for these one-hundred students is listed in Table XXI. Particular vocational significance is attached to such projects as: laboratory assistants, library attendants, paper correctors, office help, printers and monitors. Other activities develop work habits, skills and experience working with others. The off campus employment presents a variety of jobs. The Employment Office attempts to place students in these positions by means of applications according to need, experience--ability, and interest. The main purpose of assistance is financial.

One serious problem confronting the personnel worker is that of time schedule of work. In consideration classes, other

# TABLE XI PERCENTAGE DISTRIBUTION OF STUDENTS BY CLASS

Class	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	Total
First	10	12	15	18	20	22	25	28	30	32	200
Second	15	18	20	22	25	28	30	32	35	38	250
Third	20	22	25	28	30	32	35	38	40	42	300
Fourth	25	28	30	32	35	38	40	42	45	48	350
Fifth	30	32	35	38	40	42	45	48	50	52	400
Sixth	35	38	40	42	45	48	50	52	55	58	450
Seventh	40	42	45	48	50	52	55	58	60	62	500
Eighth	45	48	50	52	55	58	60	62	65	68	550
Ninth	50	52	55	58	60	62	65	68	70	72	600
Tenth	55	58	60	62	65	68	70	72	75	78	650
Eleventh	60	62	65	68	70	72	75	78	80	82	700
Twelfth	65	68	70	72	75	78	80	82	85	88	750
Total	400	420	450	480	500	520	550	580	600	620	5000

However, these data indicate that the distribution of students is not uniform and that there are certain classes which are more crowded than others.

A survey of the data for these nine hundred students is listed in Table XII. The following are the results of the survey.

As shown in Table XII, the majority of the students are in the first three classes. This is due to the fact that the majority of the students are in the first three classes. The majority of the students are in the first three classes.

The data also shows that the majority of the students are in the first three classes. This is due to the fact that the majority of the students are in the first three classes. The majority of the students are in the first three classes.

These results are in line with the data of the previous survey. The majority of the students are in the first three classes. This is due to the fact that the majority of the students are in the first three classes. The majority of the students are in the first three classes.

The data also shows that the majority of the students are in the first three classes. This is due to the fact that the majority of the students are in the first three classes. The majority of the students are in the first three classes.

That of the students of work. In comparison of the data, it is seen that the majority of the students are in the first three classes. This is due to the fact that the majority of the students are in the first three classes. The majority of the students are in the first three classes.



TABLE XXI  
TYPES OF WORK ENGAGED IN  
BY STUDY GROUP

<u>On Campus</u>			
Occupation	No.	Occupation	No.
office . . . . .	8	paper corrector . . .	2
waitor . . . . .	7	bookbinding . . . . .	1
janitor . . . . .	6	cook . . . . .	1
dishwasher. . . . .	6	carpenter . . . . .	1
kitchen crew . . . . .	3	mail clerk . . . . .	1
lab. assistant. . . . .	3	monitor. . . . .	1
library assistant . . . . .	3	plumber . . . . .	1
campus crew . . . . .	2	printer . . . . .	1
fireman . . . . .	2	general work. . . . .	1
laundress . . . . .	2		

<u>Off Campus</u>			
Occupation	No.	Occupation	No.
house-work. . . . .	23	dish washer . . . . .	1
clerk . . . . .	19	city librarian aid . . .	1
caring for child. . . . .	15	painter . . . . .	1
odd jobs. . . . .	15	office. . . . .	1
defense factory . . . . .	8	radio and auto re- pair . . . . .	1
cook. . . . .	5	shipping clerk. . . . .	1
laundress . . . . .	2	upholster . . . . .	1
bill delivery . . . . .	1		

FIGURE IV  
TIME SCHEDULE OF WORK

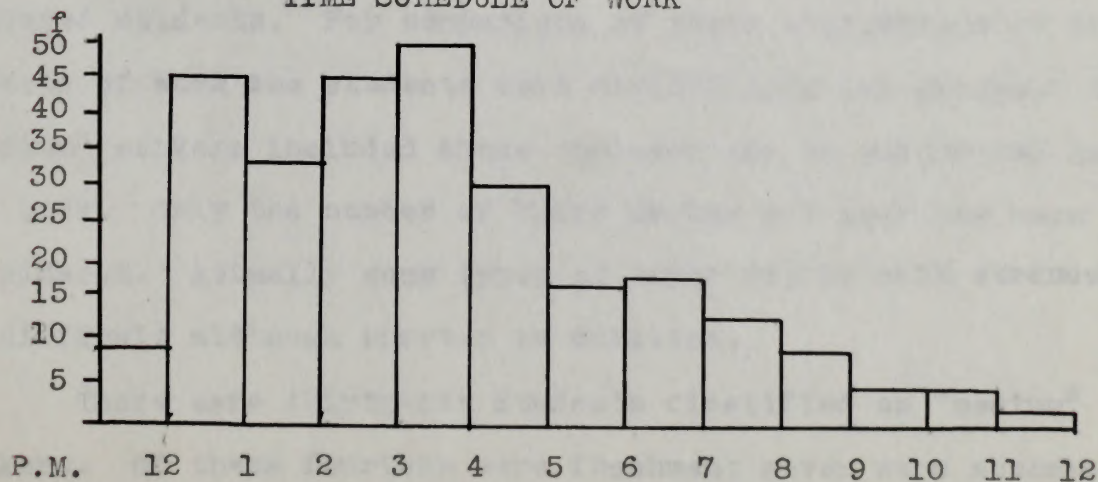
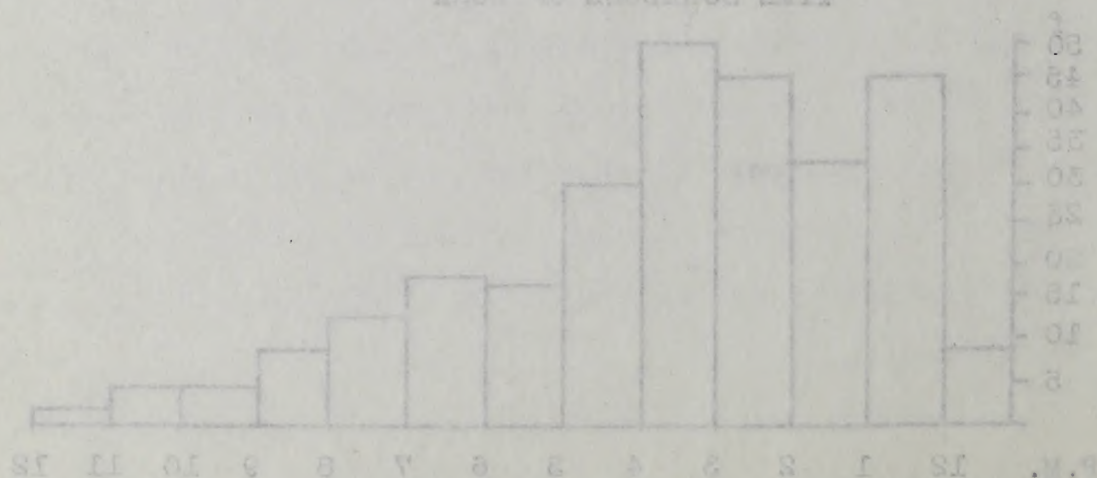


TABLE XXI  
TYPES OF WORK PERFORMED IN  
BY STUDY GROUP

Occupation	No.	Occupation	No.
laundryman	2	paper corrector	2
fireman	2	bookbinding	1
campus crew	2	cook	1
librarian	2	carpenter	1
librarian assistant	2	mail clerk	1
lab. assistant	2	monitor	1
plumber	2	printer	1
general work	2		

Occupation	No.	Occupation	No.
mail delivery	1	dish washer	1
laundryman	2	city librarian	1
cook	2	painter	1
defense factory	2	office	1
aid jobs	2	radio and auto re	1
carrying for child	2		
clerk	2		
house-work	2		

FIGURE IV  
TIME SCHEDULE OF WORK





than the laboratory periods, are arranged so that working students can schedule classes in the morning. The graph, Figure IV, presents the hours and approximate number of students working during those periods as represented by the study group. About one-half work from 1 to 5:30 p. m. and one-sixth work during the evening. Small percentages work during meal-times, during morning study periods and on the night shift. The wide diversity of working hours creates serious problem to the student in budgeting for rest, study and classes as well as for other activities. This is particularly true of a very few who work on the night shift and attend classes the next morning. Most of the students, however, are able to adjust to the schedule of working afternoons and studying evenings.

Possible effects and values of part-time work were itemized in a check list the writer compiled from various studies, students and personal experience. An example of the check list is on the following pages. These were checked by employed students. For comparison of their evaluations of the effects of work the students were divided into two groups. The "medium" workers included those employed one to twenty-two hours per week. Only the number of hours worked per week has been considered. Actually some types of labor may be more strenuous or difficult although shorter in duration.

There were thirty-six students classified as "medium" workers. Of these fourteen were freshmen; seven were sophomores; eight, seniors and seven juniors. The percentages of finances





## PERSONNEL BUREAU--INVENTORY

## DIRECTIONS

1. The following questionnaire is given for the purpose of gathering information for a statistical study. All information will be confidential and will be used impersonally. Please answer honestly and frankly.
2. Answer every question.
3. Check the appropriate response. Fill in any blanks.

## GENERAL INFORMATION

1. Name \_\_\_\_\_
2. Age last birthday \_\_\_\_\_
3. Class \_\_\_\_\_
4. How many semester hours do you carry this semester? \_\_\_\_\_

## PART-TIME WORK

1. What part of your school expenses do you earn?  
(all\_\_\_\_, three-fourths\_\_\_\_, one-half\_\_\_\_, none\_\_\_\_)
2. a. How many hours per week do you average for work on campus? \_\_\_\_\_  
b. What work do you do?  
(janitor\_\_\_\_, laundress\_\_\_\_, dish-washer\_\_\_\_, campus crew\_\_\_\_, laboratory assistant\_\_\_\_, office help\_\_\_\_, carpenter\_\_\_\_, monitor\_\_\_\_, waiter\_\_\_\_, fireman\_\_\_\_, painter\_\_\_\_, (List other work.) \_\_\_\_\_)
3. a. How many hours per week do you average for work off campus? \_\_\_\_\_  
b. What work do you do?  
(odd jobs\_\_\_\_, house-work\_\_\_\_, cook\_\_\_\_, clerk\_\_\_\_, defense factory\_\_\_\_, office\_\_\_\_, filling station\_\_\_\_, caring for child\_\_\_\_, (List other work.) \_\_\_\_\_)
4. During what hours of the day do you usually work? \_\_\_\_\_
5. In your opinion, the college student-  
\_\_\_\_should not work entire way.  
\_\_\_\_should work a little rather than not at all.  
\_\_\_\_should not work at all.

# PERSONNEL BUREAU--INVENTORY

## DIRECTIONS

1. The following questionnaire is given for the purpose of gathering information for a statistical study. All information will be confidential and will be used impersonally. Please answer honestly and frankly.
2. Answer every question.
3. Check the appropriate response. Fill in any blanks.

## GENERAL INFORMATION

1. Name \_\_\_\_\_
2. Sex \_\_\_\_\_
3. Class \_\_\_\_\_
4. How many semester hours do you carry this semester? \_\_\_\_\_

## PART-TIME WORK

1. What part of your school expenses do you earn? (all, three-fourths, one-half, none) \_\_\_\_\_
2. How many hours per week do you average for work on campus? \_\_\_\_\_
3. What work do you do? (janitor, janitor, dish-washer, campus crew, laboratory assistant, office help, caretaker, car, monitor, waiter, lifeguard, peeper, (list other work)) \_\_\_\_\_
4. How many hours per week do you average for work off campus? \_\_\_\_\_
5. What work do you do? (odd jobs, house-work, cook, clerk, defense factory, office, filling station, sewing for child (list other work)) \_\_\_\_\_
6. During what hours of the day do you usually work? \_\_\_\_\_
7. In your opinion, the college student-  
 \_\_\_\_\_ should not work in any way.  
 \_\_\_\_\_ should work a little rather than not at all.  
 \_\_\_\_\_ should not work at all.



## CHECK LIST

Below is a list of possible effects of part-time work on the college student. If you are employed part-time, check the items which best describe the effects of work upon you.

## AS A WORKING STUDENT I --

- get too tired to study
- lose prestige
- learn to appreciate education
- develop an inferiority complex
- impair my health by constant rushing and tension
- develop will power
- learn to schedule time more effectively
- do less leisure reading than if I were not working
- acquire careless habits of work
- understand people better because of work contacts
- study harder to get my money's worth
- have insufficient time for relaxation
- envy those in better circumstances
- budget money more carefully
- become less selfish and more thoughtful of others
- continue a hobby at school
- learn to choose between the essential and non-essential
- do not have enough time for school activities
- cannot carry a regular class schedule
- gain a knowledge of business methods
- am overworked
- do not have opportunity for making friends
- learn to concentrate
- have insufficient time for sports
- develop dependability
- become discouraged by attempting too much
- develop self-confidence
- have lower grades than if I were not working
- am under a financial tension and worry
- get less sleep than if I were not working
- am often behind in my school assignments

What are the most favorable effects of work upon you?

What are the most unfavorable effects of work upon you?





to be earned are scattered: "all"--10; "three-fourths"--1; one-half"--8 and "one-fourth"--7. Ten who check that they need earn "none" of their expenses are included in this group. Working from one to ten hours each week extra spending money is obtained. The weekly average for employment of the "medium" workers is 15.2 hours.

The "hard" workers include half of the total study group. Each class is represented: freshmen--nineteen, sophomores--thirteen, juniors--nine and seniors--eight with a total of forty-nine. Almost 80 per cent of these were responsible for "all" of their finances. The average hours working per week is thirty-three.

Before a discussion of the effects of work it should be noted that these evaluations are definitely subjective. The group was asked to think in terms of personal situations: "As a working student I--" and the effects. Valid results may be obtained by experimentation. But factors contributing to effects cannot be adequately controlled. Therefore, for the purpose of this survey the students' evaluations are significant indices of the situation.

Opinions regarding self-help are listed first in Tables XXII and XXIII. Of the "hard" workers 57 per cent checked that "the college student should work a little rather than not at all." "Should not work entire way" was checked by 20 per cent, and 18 per cent checked both items. Only two indicated, "should

to be asked the question: "all--all; "three-fourths--1;  
one-half--5 and "one-fourth--7. Ten who took that they used  
earn "none" of their expenses are included in this group. Work-  
ing from one to ten hours each week extra spending money is ob-  
tained. The weekly average for employment of the "medium"

workers is 15.8 hours.

The "hard" workers include half of the total study group.  
Each class is represented: freshmen--eleven, sophomores--  
thirteen, juniors--nine and seniors--eight with a total of forty-nine. Almost 30 per cent of these were responsible for "all"  
of their expenses. The average hours working per week is thirty-  
three.

Before a discussion of the effects of work it should be  
noted that these evaluations are definitely subjective. The  
group was asked to think in terms of personal situations: "as  
a working student I--" and the effects. Valid results may be  
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this survey the students' evaluations are sufficient indices  
of the situation.

Comments regarding self-help are listed first in Tables  
XVI and XVII. Of the "hard" workers 57 per cent checked that  
"the college student should work a little rather than not at  
all." "Should not work entire way" was checked by 20 per cent,  
and 18 per cent checked both items. Only two indicated "should



TABLE XXII  
EFFECTS OF PART TIME EMPLOYMENT  
REPORTED BY 36 "MEDIUM" WORKERS  
IN STUDY GROUP

("Medium" workers--students employed 1 to 22 hours per week.)

Attitude:

In your opinion, the college student-

No. checking

5 should not work entire way. (a)

21 should work a little rather than not all. (b)

0 should not work at all. (c)

10 (both items a and b)

Favorable effects: AS A WORKING STUDENT I --

No. checking	Rank
25 learn to schedule time more effectively. . . . .	1.
23 learn to appreciate education. . . . .	2.
20 understand people better because of work contacts. . . . .	3.5
20 develop dependability. . . . .	3.5
17 learn to choose between the essential and non-essen- . . . . .	4
16 develop self-confidence . . . . . , . . . (tia/	5
15 budget money more carefully . . . . .	6.5
15 develop will power. . . . .	6.5
12 become less selfish and more thoughtful of others. . . . .	7
11 learn to concentrate . . . . .	8
7 study harder to get my money's worth . . . . .	9
4 gain a knowledge of business methods . . . . . 1 . . .	10
190 . . . Total	

Unfavorable effects: AS A WORKING STUDENT --

No. checking	Rank
13 do less leisure reading than if I were not working . . . . .	1
11 impair my health by constant rushing and tension . . . . .	2
10 get less sleep than if I were not working . . . . .	3
9 have insufficient time for relaxation . . . . .	4
8 have insufficient time for sports. . . . .	5
7 get too tired to study . . . . .	6.5
7 do not have enough time for school activities . . . . .	6.5
6 am often behind in my school assignments . . . . .	7
5 become discouraged by attempting too much. . . . .	8.3
5 have lower grades than if I were not working . . . . .	8.3
5 am under a financial tension and worry . . . . .	8.3
4 cannot carry a regular class schedule. . . . .	9
3 do not have opportunity for making friends . . . . .	10.
1 envy those in better circumstances . . . . .	11.5
1 am overworked . . . . .	11.5
95 . . . Total	



TABLE XIII  
EFFECTS OF PART TIME EMPLOYMENT  
REPORTED BY 30 "MEDIUM WORKERS"  
IN STUDY GROUP

("medium" workers--students employed 1 to 25 hours per week.)

Advantages:

- In your opinion, the college student--
10. (both items a and b)
  9. should not work at all. (a)
  8. should work a little rather than not at all. (b)
  7. should not work entire way. (a)
  6. checking

Disadvantages: AS A WORKING STUDENT I --

Rank	No. checking	Disadvantages:
1	1	learn to schedule time more effectively.
2	1	learn to anticipate education.
3	1	understand people better because of work contacts.
4	1	develop dependability.
5	1	learn to choose between the essential and non-essential (time).
6	1	develop self-confidence.
7	1	budget money more carefully.
8	1	develop will power.
9	1	become less selfish and more thoughtful of others.
10	1	learn to concentrate.
	1	study harder to get my money's worth.
	1	gain a knowledge of business methods.
	1	Total

Disadvantages: AS A WORKING STUDENT I --

Rank	No. checking	Disadvantages:
1	1	do less leisure reading than if I were not working.
2	1	impair my health by constant rushing and tension.
3	1	get less sleep than if I were not working.
4	1	have insufficient time for relaxation.
5	1	have insufficient time for sports.
6	1	get too tired to study.
7	1	do not have enough time for school activities.
8	1	an often behind in my school assignments.
9	1	become discouraged by attempting too much.
10	1	have lower grades than if I were not working.
11	1	am under a financial tension and worry.
12	1	cannot carry a regular class schedule.
13	1	do not have opportunity for making friends.
14	1	envy those in better circumstances.
15	1	am overworked.
	1	Total



not work at all."

Regarding these attitudes 14 per cent of the "medium" workers believed, "the college student should not work entire way." Fifty-eight per cent checked, "that one should work a little rather than not at all;" 20 per cent checked both items. None of the "medium" workers checked no employment was desirable.

In general then, these workers favor moderate amounts of employment. Considering both workers and non-workers one freshman, two sophomores, and two seniors believed the student "should not work at all."

Reactions to work experiences have been ranked in order of frequency in Tables XXII and XXIII. Comparison of effects may be influenced since five more unfavorable items are listed. In both groups "learn to schedule time more effectively" ranks first as favorable and "do less leisure reading than if I were not working" as unfavorable. "Learn to appreciate an education" is second for favorable effects by "medium" workers and third for "hard" workers. The rank order for both groups of workers is very similar. The last item indicates that very few "continue a hobby at school." This may be a recreational problem.

Greater divergence of opinion is shown regarding unfavorable effects. "Medium" workers rank "impair my health by constant rushing and tension" as second while the "hard workers" check this as nineth. "Inadequate sleep" is second and third in importance. Fatigue hindering study is sixth in both groups.

not sold at all.

Regarding these activities 1 per cent of the "medium" workers believed, "the college student should not work at all." Fifty-eight per cent checked, "that one should work a little rather than not at all." 2) For each checked both items. None of the "medium" workers checked as "very much" as desirable. In general then, these workers favor moderate amounts of employment. Considering both workers and non-workers and their men, two hundred per cent, and two regions believed the student should not work at all.

Reactions to some extent have been noted in order of opinion by in Tables VII and VIII. Distribution of effects may be indicated since five were unfavorable items are listed. In both groups "learn to substitute time more effectively" ranked first as favorable and "be less interested in school than I was not working" as unfavorable. "Learn to substitute an education" is second for favorable effects by "medium" workers and third for "hard" workers. The rank order for both groups of workers is very similar. The last item indicated that very few "good" time a hobby at school. This may be a recreational problem. Greater divergence of opinion is shown regarding influence of effects. "Medium" workers rank "learn to substitute by own about thinking and learning" as second while the "hard workers" check this as ninth. "Inadequate sleep" is second and third in importance. Relative handling study is slight in both groups.



TABLE XXIII  
EFFECTS OF PART TIME EMPLOYMENT  
REPORTED BY 49 "HARD" WORKERS  
IN STUDY GROUP

("Hard" workers--students employed 24 to 48 $\frac{1}{2}$  hours per week.)

Attitude:

In your opinion, the college student-

No. checking

10 should not work entire way. (a)

28 should work a little rather than not at all. (b)

2 should not work at all. (c)

9 (both items a and b)

Favorable Effects:

No. checking

AS A WORKING STUDENT I --

Rank

<u>38</u>	learn to schedule time more effectively . . . . .	1.
<u>37</u>	learn to choose between the essential and non-essen . . . . .	2.
<u>35</u>	learn to appreciate education . . . . .	3.
<u>33</u>	understand people better because of work contacts . . . . .	4.
<u>29</u>	budget money more carefully . . . . .	5.
<u>26</u>	develop will power . . . . .	6.
<u>25</u>	develop self-confidence . . . . .	7.5
<u>25</u>	develop dependability. . . . .	7.5
<u>16</u>	learn to concentrate . . . . .	8.
<u>14</u>	become less selfish and more thoughtful of others . . . . .	9.
<u>10</u>	gain a knowledge of business methods. . . . .	10.
<u>8</u>	study harder to get my money's worth. . . . .	11.
<u>3</u>	continue a hobby at school. . . . .	12.
<u>299</u>	. . . Total	

Unfavorable Effects;

<u>43</u>	do less leisure reading than if I were not working. . . . .	1.
<u>28</u>	get less sleep than if I were not working . . . . .	2.
<u>27</u>	do not have enough time for school activities . . . . .	3.5
<u>27</u>	have insufficient time for sports . . . . .	3.5
<u>24</u>	have lower grades than if I were not working. . . . .	4.
<u>23</u>	am often behind in my school assignments. . . . .	5.
<u>21</u>	get too tired to study. . . . .	6.
<u>20</u>	have insufficient time for relaxation . . . . .	7.
<u>17</u>	cannot carry a regular class schedule . . . . .	8.
<u>11</u>	impair my health by constant rushing and tension. . . . .	9.
<u>9</u>	am under a financial tension and worry. . . . .	10.
<u>4</u>	envy those in better circumstances. . . . .	11.2
<u>4</u>	do not have opportunity for making friends. . . . .	11.2
<u>4</u>	become discouraged by attempting too much . . . . .	11.2
<u>4</u>	have lower grades than if I were not working. . . . .	11.2
<u>2</u>	lose prestige . . . . .	12.5
<u>2</u>	acquire careless habits of work . . . . .	12.5
<u>271</u>	. . . Total	



TABLE XXIII  
EFFECTS OF PART TIME EMPLOYMENT  
REPORTED BY 49 "HARD" WORKERS  
IN STUDY GROUP

(Hard workers--Students employed 24 to 48 hours per week.)

Available:  
In your opinion, the college student-  
No. checking  
10 should not work entire way. (a)  
18 should work a little rather than not at all. (b)  
1 should not work at all. (c)  
1 (both items a and b)

Unfavorable effects:  
No. checking  
AS A WORKING STUDENT I --  
Rank

1	learn to schedule time more effectively	38
2	learn to choose between the essential and non-essential	37
3	learn to appreciate education	35
4	understand people better because of work contacts	31
5	budget money more carefully	29
6	develop will power	28
7	develop self-confidence	25
8	develop dependability	25
9	learn to concentrate	18
10	become less selfish and more thoughtful of others	14
11	gain a knowledge of business methods	10
12	study harder to get my money's worth	11
13	consider a hobby at school	12
	Total	309

1	do less leisure reading than if I were not working	47
2	get less sleep than if I were not working	38
3	do not have enough time for school activities	37
4	have insufficient time for sports	37
5	have lower grades than if I were not working	34
6	am often behind in my school assignments	27
7	get too tired to study	21
8	have insufficient time for relaxation	20
9	cannot carry a regular class schedule	17
10	impair my health by constant rushing and tension	11
11	am under a financial tension and worry	9
12	envy those in better circumstances	4
13	do not have opportunity for making friends	4
14	become discouraged by attempting too much	4
15	have lower grades than if I were not working	4
16	lose prestige	2
17	acquire careless habits of work	2
	Total	371



Fourteen students in both groups are troubled by financial tension and worry. Discouragement for attempting too much is placed 11.2 and 8.3 in the "hard" and "medium" groups respectively. Three items checked by the "hard" workers are omitted by the others.

Comparing total number of items checked for favorable and unfavorable effects the former predominate. In fact, among "medium" workers the favorable effects are checked twice as much as the unfavorable. This may be significant that harmful effects are not as pronounced for moderate amounts of employment. Meanwhile there is less distinction between the effects for "hard" workers.

Students were given opportunity to write their own reactions regarding the effects of work. Central ideas and frequencies were similar to that of the check list. Below are quoted some of the statements on most favorable effects upon the "hard" workers:

I appreciate my education more and learn many things outside of books.

I have learned to budget my time so that it will be used to better advantage than if I were not working. I am also gaining training in shopping and cooking. (--to be a summer bride)

It helps me keep in practice my business college training.

I feel better when I work some because I am used to being active.

I learn to take responsibility and to plan for myself rather than having someone do it for me--I

Fourteen students in both groups are troubled by financial problems and worry. Discontentment for not getting too much is placed 11.5 and 5.5 in the "hard" and "medium" groups respectively. Three items checked by the "hard" workers are omitted by the others.

Comparing total number of items checked for favorable and unfavorable effects the former predominates. In fact, among "medium" workers the favorable effects are checked twice as much as the unfavorable. This may be significant that harmful effects are not so pronounced for moderate amounts of employment. Meanwhile there is less distinction between the effects for "hard" workers.

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I have learned to budget my time so that I will be used to better advantage than if I were not working. I am also gaining training in shopping and cooking. (---to be a summer bride)

It helps me keep in practice my business college training.

I feel better when I work some because I am used to being active.

I learn to take responsibility and to plan for myself rather than having someone do it for me.



grow up.

Work gives me diversion from studies.  
My job allows me time to think and also to travel about.

Experience for future vocation--lab. assistant  
Cooperation, personal poise, social poise--waitor

I gain practical experience in fields other than my chosen vocation. I gain some much needed self-confidence. Seeing fellow students in working clothes with me I find I can understand them much better.

Working gives me a determination to do my best. It also helps me to see how all the world is burdened down with the earning of aliving and gives understanding thus on many economic and social problems.

Quotations concerning most unfavorable effects of work are listed. These tend to be much briefer but are similar.

It takes too much time from studies, voluntary work, exercise, relaxation, sleep, reading, social gatherings, etc., etc.

Tired and worried and behind in schedule.

My opinion is that a college student should be free from all work.

Work cuts my spare time to a minimum; always feel rushed.

I often become lonesome and feel I could have closer friends if I could stop working and mingle with my classmates.

Health impairment.  
Lack of thorough study habits.

Sometimes I am inclined to wonder, "What's the use of such a rush--is it worth it?"

There is a different trend of opinion among the "medium" workers that moderate amounts of employment is a source of

Greatly.

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My job allows me time to think and also to  
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Experiences for future vocation--lab. assistant  
Cooperation, personal points, social points--assistant

I gain practical experience in field other than  
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Questions concerning most unfavorable effects of work

are listed. These tend to be much better but are similar.

It takes too much time from studies; voluntarily  
work, exercise, relaxation, sleep, reading, social  
gatherings, etc., etc.

Tired and worried and behind in schedule.

My opinion is that a college student should be  
free from all work.

Work cuts my spare time to a minimum; always  
feels rushed.

I often become homesick and feel I could have  
closer friends if I could stop working and  
mingle with my classmates.

Health impairment.  
Lack of thorough study habits.

Sometimes I am inclined to wonder, "What's the  
use of such a rush--is it worth it?"

There is a different trend of opinion among the "medium"

workers that moderate amounts of employment is a source of



enjoyment as well. Other comments follow the same frequency of the check list; naturally both groups have comparable ideas.

It is a mental relaxation; also helps me to keep on a more definite schedule.

I gain more sense of responsibility.

I don't work very much but I enjoy it very much. I would like to work more if my health would permit.

Learn to appreciate education more.  
Learn the proper value and use of money.

I feel that by working I'm getting something that I would not have gotten otherwise.

I can study at work because I am taking care of children, and I can relax in a home--that is, I get away from the dormitory for a few hours.

It helps me out in times of debt when otherwise I would have to borrow. Helps me to meet people. Keeps me physically fit.

Learning to care for a house.

About a fourth of "medium" workers did not comment on the most unfavorable effects of work or wrote that there were none. The main emphasis concerns lack of time for study or sleep.

I do not have any reserve energy and seem to be going on just nerve at times.

Loss of sleep. Too much rush to get things done. Not enough time to be sociable.

Financial tension and worry.

Tension, lack of time for sports and cultural interests.

I do not think that this work (caring for children) has unfavorable effects on me.

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Learn to appreciate relaxation more. Learn the proper value and use of money.

I feel that by working I'm getting something that I would not have gotten otherwise.

I can study at work because I am taking care of children, and I can relax in a home--that is, I get away from the dormitory for a few hours.

It helps me out in times of baby-sitting other-wise I would have to borrow. Helps me to meet people. Keeps me physically fit.

Learning to carry on a home.

About a fourth of "medium" workers did not comment on the

most unfavorable effects of work or state that there were none.

The main emphasis concerns lack of time for study or sleep.

I do not have any nervous energy and seem to be going on just nerve and time.

Loss of sleep. Too much time to get things done. Not enough time to be sociable.

Financial tension and worry.

Tension, lack of time for sports and cultural interests.

I do not think that this work (night for children) has unfavorable effects on me.



It creates a desire to work more with the result of less study time.

### Significance for Personnel Service

No simple generalizations may be made of work effects and values because many uncontrolled factors influence school life. Such contradictory results in the studies reviewed come from differences in sampling and grouping. Necessary requirements for aided students such as intelligence and aptitude, personal qualifications of leadership and potential usefulness and financial need, influence the results.

The nature of the course studied, physical and psychological health as well maturity and clarity of purpose are other determinants of success. The effects vary with conditions. It is the drama of self-made men. Conversely,

In complex cases of maladjustment, the employment may be the straw that breaks the camels' back.<sup>17</sup>

There is certainly some effect according to the individual circumstances. The real problem, however, is not whether the effect is beneficial or not. Present conditions of financial and sociological pressure evidence greater need for self-help in securing educations. The underlying problem is under what conditions employment can be beneficial and student adjustment facilitated.

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<sup>17</sup> Samuel C. Newman and Ross L. Mooney, "Effects of Student Self-Help." Journal of Higher Education, XI (November, 1940) 435-442

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cial and sociological pressure will force greater need for self-  
help in securing education. The underlying problem is under  
what conditions employment can be beneficial and student adjust-  
ment facilitated.



Often problems confronting the working student are acute. In analyzing and diagnosing these problems the counselor studies the work opportunities, curricula and student's ability.

Financial counseling cannot be divorced from other types and must be based upon a dependable diagnosis of the student's problems and potentialities. The effective counselor considers the attitudes, aptitudes, intelligence, personality traits, scholastic accomplishments, and, in fact, takes account of every pertinent element of the individual's make-up.<sup>18</sup>

The outstanding problem is that of financial aid. Methods of aid include student loans, scholarships, fellowships, cooperatives and N.Y.A. assistance. Information regarding the relative cost of education in various colleges may affect student's choice. Assistance in reducing expenses and in budgeting is another consideration.

The coordination of employment with curricula and the student's interests, abilities, and vocational objectives is an additional problem to that of self-support and its relationship to intelligence and scholarship. There is an opportunity to utilize the necessity of self-support as an educational resource.<sup>19</sup>

Whether obtained through a centralized placement bureau or through uncoordinated channels, most of the employment experiences discussed in research and in this survey has been haphazard. There has been little effort beyond need and ability to

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<sup>18</sup> E. G. Williamson, How to Counsel Students. p. 483

<sup>19</sup> Ibid., p. 487





relate such experience to education, to the classroom. For example in one School of Business and Finance only 50 per cent were reported employed in the commercial field. Nor have these experiences been adequately used for vocational guidance, training and personal development. Only recently has working experience been filed with the student's record.

Donald Super emphasizes the need of "organized student employment;"<sup>20</sup> in such the curricular program endeavors to utilize work experience for educational purposes.

At the Presbyterian Junior College, North Carolina, definite attempt was made to organize campus projects of carpentry constructive beautification, instructional assistance, etc. Aiming to establish the value of work, correct work habits, interest and pride in work and vocational skills projects were carefully supervised by faculty advisors and experienced students as foremen and time-keepers. Work grants were cancelled for slovenly or shoddy work or lack of dependability.<sup>21</sup>

Definite coordination is evident in cooperative work programs where employment activities are incorporated with academic programs. The work is:

virtually an integral part of the curriculum;  
instruction of the student is continued while  
he is with the cooperating company; and his  
program of experience is mapped out and

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<sup>20</sup> Donald E. Super, "The Employment of College Students: Its Role in the Educational Process." Occupations, XVIII (November, 1939) 105-111

<sup>21</sup> John O. Mann, Jr., "Values from the Student Aid Program." Junior College Journal, X (March, 1940) 376-9

relate such experience to education, to the classroom. For example in one School of Business and Finance only 70 per cent were reported employed in the commercial field. Not more than experiences been adequately used for vocational guidance, training and personal development. Only recently has working experience been filled with the student's record.

Donald Super emphasizes the need of "organized student employment," and in such the curriculum program endeavors to utilize work experience for educational purposes. At the Presbyterian Junior College, North Carolina, definite attempt was made to organize campus projects of community constructive beautification, instructional assistance, etc. aiming to establish the value of work, correct work habits, interest and pride in work and vocational skills projects were carefully supervised by faculty advisors and experienced students as teachers and time-keepers. Work projects were cancelled for slowness or shoddy work or lack of dependability.

Definite coordination is evident in cooperative work programs where employment activities are incorporated with academic programs. The work is:

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30 Donald A. Super, "The Employment of College Students: Its Role in the Educational Process," Occupations, XVII (November, 1939) 105-111.  
 31 John C. Ward, Jr., "Values from the Student and the Teacher," Junior College Journal, X (March, 1940) 178-9.



administered so as to be auxiliary to and coordinate with instruction received at the college.<sup>22</sup>

From a student's viewpoint of work experiences Andree paraphrases:

I'd like a job someday better than the one I have now. It's not the last job I want, but it's helping me now because the school gives me credit for the things I am learning at work.<sup>23</sup>

Illustrative plans have been conducted at Berea College in Kentucky and at Antioch College, Yellow Springs, Ohio.<sup>24, 25</sup> At Northwestern University in 1934 the cooperation extended to 221 companies. Students worked in pairs; alternating every five weeks one studied at the University while the other worked at the job. Reports, diaries, experimental projects and seminars integrate actual work experience.

Ell outlines some of the advantages of such a system of coordinating work and school experience. These advantages are summarized:

1. To the student. Theory is related to practice; college work becomes vital, meaningful, useful. Vocational guidance under experienced men enables early selection before completion

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<sup>22</sup> Carl S. Ell, "The Social Significance of the Cooperative Plan." School and Society, XLI (1935) 449-454

<sup>23</sup> Robert G. Andree, "Six Errors about Work Experience." Clearing House, XVI (May, 1942) 518-20

<sup>24</sup> A. D. Henderson, "Individualization in the Antioch Program." Educational Record, XIX (Supplement 11, 1938) 38-55

<sup>25</sup> Constance G. Sontag, "Antioch's Cooperative Plan." Occupations, XIII (1935) 496-502

<sup>26</sup> Ell, Op. cit.





of training. A large part of college expenses may be earned without sacrificing time needed for such work. A more comprehensive view of life matures student judgment and gives an understanding of industrial problems. Courage, resourcefulness and confidence which develops, facilitates and shortens later adjustment after graduation.

2. For the Firm. Employees are trained; graduates continue work thus lessening problems of "turnover."

3. For the Institution. Education must keep abreast of the latest procedures and techniques. Enrollments may be larger with groups divided at the school and plant. Latest equipment is available in cooperating company laboratories.

4. For Society. Stable and efficient citizens, many otherwise unable to train their abilities, are developed in this apprenticeship of "learning while doing."<sup>26</sup>

Summary. Values and effects of part-time work may be seen in scholastic and non-scholastic areas of adjustment. The incidence of part-time employment is being recognized by institutions as evidenced by attempts to provide financial aid, and by evaluation of employment adjustments.

In the present survey 84 per cent of the study group earn all or part of their expenses. Over half of these believe moderate amounts of work are beneficial, nevertheless, certain problems are evident such as lack of sleep, health impairment

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<sup>26</sup> Ell, Op, cit.





and budgeting of time and money. On a check list of possible effects of work "medium" workers have fewer unfavorable reactions than "hard" workers. These problems challenge wise counsel and organization of work activities for more satisfactory student adjustment. Methods of utilizing employment educationally have been discussed.





## CHAPTER IX

### CONCLUSION

#### Summary of the Study Problem

The purpose of this study was to survey evidences of the need of personnel work in small colleges. These "evidences" were considered in terms of particular problem areas in which personnel assistance may guide toward more satisfactory adjustments. Knowledge of the need, and understanding of general active functions in contrast to present services is then a challenge and basis for development. Introductory chapters review these functions.

In order that concrete situations might be studied a group of one hundred students from a small co-educational college near Boston were surveyed. The group, almost half of the total enrollment, were selected on the basis of class standing and percentile rank on the American Council of Education Psychological Examination. Class load, age, and sex were also considered as factors for a representative sampling of the entire student body. If a representative group has certain difficulties it is probable that similar conditions exist for other students.

Ascertaining students' needs was by means of the ques-





tionnaire--inventory, check list-- and by objective tests. Students written reactions give additional vivid pictures. This is largely subjective, yet students' viewpoints regarding their problems are an index of the situation. Also these forms have been standardized with general college populations for comparison and interpretation. Tabulation enables comparison of those areas most seriously concerned and indicates appeal for immediate assistance. Relationship with scholarship and campus activities is likewise presented.

### Summary of the Findings

Problem areas from Mooney's list will be presented in order of frequency in conjunction with supplementary information gained from the other tests and inventories used in the survey. In general, freshmen have the more problems of adjustment than juniors or seniors. The process of elimination from college may be one factor for fewer upperclassmen's problems. However, if more problems of transition could be adequately adjusted student mortality might thereby decrease.

1. Adjustment to college work is of most serious concern, especially for freshmen and sophomores. Insufficient study time and preparation in tool subjects--reading, language, study habits--are prominent problems.

- a. One-third of the group have study habits indicative of low scholarship.





b. More than half of the freshmen and sophomores have inferior study habits--especially in reading techniques.

c. Many of the students find concentration and scheduling habits are inadequate.

d. There is a general correlation between scholarship and study habits. Students in the "low scholarship" group of studying habits have lower achievement.

e. Freshmen and sophomores average in the lower third for reading rate and comprehension of a standardized population.

f. Average reading abilities of freshmen are comparable to that of grade 12.9.

g. Sophomores are about a year retarded in reading--13.3 instead of 14.5 grade level.

h. In general, the juniors are average or superior in reading abilities.

i. Senior reading averages are equivalent to the 14.8 grade.

j. Twenty-five per cent of the total study group have reading levels between that of 8.5 and 10.6 graders.

k. Reviews of experimental studies indicate that reading and study on the college level may be improved by remedial procedures.

2. Social and recreational activities are second in problem frequency.

a. Freshmen have the most problems in this area while





juniors least. The number of problems may not be as significant as the intensity of the problem.

b. "Not enough time" for recreation, e.g. reading, is the leading problem of all students.

c. Social relationships regarding conversation and etiquette are predominant. However,

d. Social adjustment, in the Bell Inventory, is "average" for all classes.

e. Twenty per cent, largely boys, of the total group are "retiring."

3. Personal-psychological relations emphasize problems needing personal counsel.

a. Seriousness and nervousness are concerns of one-fourth.

b. Freshmen and sophomores are more troubled than others.

c. Emotional adjustment is a definite problem for junior girls.

4. Health and physical development shows a different trend of problems.

a. The frequency of health problems tend to increase with continued school attendance. Seniors average more problems in this area per person than freshmen, however, freshmen are likewise definitely concerned.

b. According to the Bell Inventory health presents the greatest difficulty in adjustment of four areas considered.





c. Women are more concerned by health problems than men.

d. "Not enough sleep" is a problem for 50 per cent.

(This was also mentioned in relation to study and part-time employment.)

e. Particular problems of teeth, eyes, posture, and diet were also included.

5. Finances, living conditions, and employment presents emphasis upon student employment.

a. Juniors have the least financial problems.

b. Eighty-four per cent of the study group earn all or part of their expenses.

c. Almost twice as many hours are spent working off campus as on campus.

d. The majority of the students work during the afternoons.

e. Over half of the employed students believe moderate amounts of work are beneficial.

f. "Medium" workers check twice as many favorable as unfavorable effects of part-time employment.

g. "Hard" workers realize more of the unfavorable effects of work than "medium" workers.

h. These students realize definite problems are associated with work, e.g. managing finances, debt, scheduling activities.

6. Social-psychological relations are closely related to





section two, above. Desire for a more pleasing personality and problems of shyness and inferior feelings are frequent.

7. Vocational and educational futures picture perennial problems.

a. Although most seniors have formulated plans and register few problems 14 per cent have difficulties in this area. Naturally the underclassmen are more concerned.

b. A particular problem included "restlessness in starting life's work."

c. Uncertainty of choice, or lack of knowledge of vocational ability or opportunities is a further problem.

8. Home and family relationships are of particular concern for students in the transition period.

a. Homesickness or getting home too seldom ranks first in problem frequency.

b. Problems of unhappy home life-divorce, quarrels, disagreements--are significantly referred to by students' summaries.

c. Home adjustment is an "average" problem to all classes but most seriously among sophomore men.

9. Courtship, sex and marriage problems reveal a desire to understand relationships between young people.

10. Curriculum and teaching adjustment is not of frequent concern although a tenth of the group are concerned about difficulties of study in living quarters and inadequate secondary





preparation.

11. Morals and religion have fewer problems than any other area.

Thus the students in this group have definite problems, which present a challenge to the college for assistance in their solution.





## CHAPTER X

### RECOMMENDATIONS

From the summary of the broad scope of student problems the opportunity for assistance is evident. Youth may be either frustrated, attempt haphazard solutions or meet life healthfully. Intelligent guidance would assist for more satisfactory adjustments. Facilities of this particular school for dealing with students are not discounted. Chapter III reviews activities of personnel significance. Some of these are not actively functioning nor coordinated. The recently formed Personnel Bureau aims to do this. That the value and purpose of such a Bureau might be more fully realized and that weaknesses and strengths in the program might be noted for progressive development this survey was undertaken. Any criticism or suggestions are then for constructive purposes.

This study has served as a means of gathering evidences on the need of personnel services in certain selected areas. That these needs should be faced is obvious; such is not the responsibility of a single individual but is a responsibility of the total staff. On the basis of this survey certain tentative steps in the continuation and extension of the personnel program may be recommended for further study by the Personnel Bureau,





the Administration and faculty committees.

1. An in-service training of the college faculty is highly desirable:

--as class or assigned advisors a knowledge of counseling is pertinent.

--a personnel view point is valuable for educational procedures.

--for assisting students in specific study methods in his own subject; e.g., vocabulary emphasis, direction through the assignment.

--for relating classwork to vocational "tryout" and guidance.

2. Among over a fourth of the students definite help in basic tool subjects is needed:

--through regular classes and Orientation further emphasis may deal with effective study methods.

--enforcement of study hours in dormitories. (This might alleviate "difficult to study in living quarters" and burning midnight oil and consequent "not enough sleep.")

--remedial reading course for all students (besides freshmen) as indicated by a proposed annual reading test. (This would extend the present reading course to corrective and individual treatment. Rather than encreasing another teacher's load one specially trained in the field is highly desirable.)

--remedial language course in fundamentals of correct

the Administration and Faculty committees.

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--as class or assigned advisors a knowledge of counseling is pertinent.

--a personnel view point is valuable for educational purposes.

--for assisting students in specific study methods in his own subject; e.g., vocabulary emphasis, direction through the assignment.

--for relating classroom to vocational "types" and guidance.

2. Among every fourth of the students definite help in basic tool subjects is needed:

--through regular classes and orientation further emphasis may deal with effective study methods.

--enforcement of study hours in dormitories. (This might alleviate "difficult to study in living quarters" and burning midnight oil and consequent "not enough sleep.")

--remedial reading course for all students (besides freshmen) as indicated by a proposed annual reading test. (This would extend the present reading course to corrective and individual treatment. Rather than enrolling another teacher's load one specially trained in the field is highly desirable.)

--remedial language course in fundamentals of correct



writing and spelling. This would emphasize practical rather than creative expression. Such would extend the supplementary rhetoric class.

3. Coordination of the social and recreational activities present a problem to the faculty committee:

--for encouraging participation of "retiring" individuals.

--by providing discussion groups on problems of social relationships. A program series of correct table conversation and etiquette may be incorporated in the "Thursday-after-dinner-programs." Avoidance of "scolding" would doubtless be more effective.

--through coaching student leaders (officers, etc.) in personnel procedure of helping others.

--in assisting students to schedule for inclusion of certain recreational activities.

--by providing for social activities of off campus students; e.g., comfortable parlor where girls working in homes may relax and visit or study while at school; definite provision for social program.

--by dormitory discussion groups dealing with social relationships and other problems.

4. Extension of the health service:

--by coordination through reports to the Employment regarding health for guidance in type and hours of work.

--by reports to advisors and deans for more effective counseling.





--by corrective exercises in gym, e.g. posture correction.

--through further vitalization of hygiene courses for practical and social needs.

--by teaching students methods for emotional and nervous tension release.

5. Since problems of self-support are widely distributed organize activities for educational utilization of experience:

--in discussion groups consider values, difficulties and development of effective work habits; e.g., girls working in homes be given definite instructions in economic planning, care of children.

--that the Employment Bureau be organized for counseling as well as for financial assistance; e.g., assist in scheduling of time, solving problems associated with employment.

--assignments for off campus and on campus jobs be united in one office to prevent overlapping and omissions.

--that students be required to report regularly for maintenance of adequate work records.

6. Extend program of educational and vocational guidance:

--through application in class discussion; e.g., by showing functional aspects of subject in various occupations.

--in group activities for development of "guidance readiness" as in departmental club discussions on current problems of youth.

--continue extension of library facilities dealing with





occupational information and problems of personal adjustment.

--more special chapel programs planned for vocational guidance.

--extension of the Personnel Bureau testing program to give students a greater knowledge of their aptitudes, interests and achievement.





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